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ABSTRACT

The District of Columbia Public Schools (DCPS) Dissemination Project examined its dissemination procedures and devised a more effective system of sharing information germane to the improvement of practice with school system personnel. A questionnaire entitled "Information Needs and Uses" was prepared and distributed to school system personnel. The survey was designed to assess the need, flow and use of information intended to improve the dissemination practices of educators in the DCPS. The groups responding to the survey included classroom teachers, librarians, counselors, resource teachers, principals, and central and regional administrators. The questionnaire is reproduced in this document along with statistical analyses of the responses. The four areas covered by the survey were information needs and obtainment, professional sources for securing new ideas, use and value of information sources and assistance in job-related information seeking. Demographic information was also requested of all respondents. (Author/DWH)

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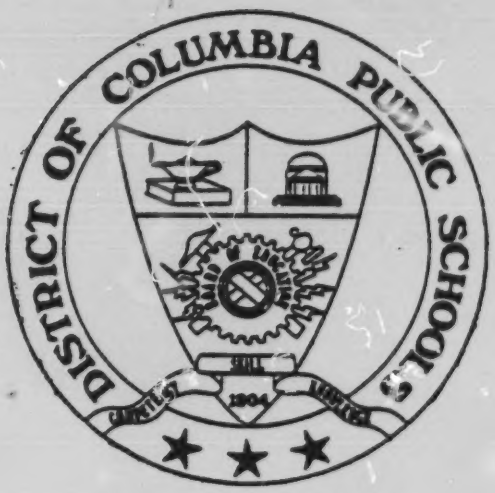

INFORMATION NEEDS AND USES SURVEY REPORT

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STATE
DISSEMINATION
CAPACITY
BUILDING
PROJECT

TM 820 010

DIVISION OF RESEARCH AND EVALUATION
MARCH 1981

INFORMATION NEEDS AND USES SURVEY REPORT

STATE DISSEMINATION CAPACITY BUILDING PROJECT
(PROJECT PERIOD: JUNE 19, 1980 - JUNE 20, 1981)
GRANT NO. NIE-G-80-0026

DIVISON OF RESEARCH AND EVALUATION
MARCH 1981

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STATEMENT OF PURPOSE

The District of Columbia Public Schools' (DCPS) Dissemination Project, under the supervision of the Division of Research and Evaluation, has sought to examine its dissemination procedures and to devise a more effective system of sharing information germane to the improvement of practice with the personnel of the school system.

With the assistance of a National Institute of Education (NIE) one-year Special Purpose Grant, the Dissemination Project identified and fulfilled the following objectives:

1. to establish a School System-wide Task Force;
2. to analyze existing dissemination activities;
3. to undertake staff development activites for Task Force members; and
4. to design a comprehensive dissemination program for the District of Columbia Public Schools, emphasizing two-way communication between the different levels of school system personnel.

The culmination of these efforts resulted in the submission of a proposal to NIE for a capacity-building grant to implement the Task Force-designed dissemination network. The design focuses on uniting and complementing the existing dissemination efforts in the system, rather than on a total restructuring of the fragmented dissemination activities.

In expectation of, and preparation for, the receipt of the implementing grant, the Task Force staff and project manager prepared and distributed a questionnaire entitled, "Information Needs and Uses." With the input and suggestions from principal heads of divisions and offices of central

administration, a needs assessment of the total target audience was conducted prior to the actual implementation of a dissemination design. Therefore, input from classroom teachers, support staff, regional and central administrators, and local school administrators was necessary to implement a design that would be responsive to the interests of all the groups.

Thus, the purposes of this questionnaire were to:

1. investigate the status of current dissemination agents at work in the school system;

2. evaluate the success of these dissemination outlets;

3. identify levels of school personnel needing information distributed through dissemination sources, e.g., who are the users in the school system;

4. identify what assistance in getting information is needed for the various levels of school personnel, but is not available at present; and

5. assess needs for information of school personnel and their success in obtaining the needed information.

INTRODUCTION

Description of the Questionnaire

A survey instrument was developed jointly by the staff and project manager of the D.C. Public Schools' Dissemination Project. It was designed to assess the need, flow, and use of information intended to improve the dissemination practices of educators in the DCPS. Appendix A contains a copy of the questionnaire.

The introductory part of the questionnaire contained six background information items. Included in these demographic items were requests for the respondent's name and school or office. This information was requested for each respondent because the same or a like questionnaire is planned to be administered to the respondents after a reasonable period following the introduction of the dissemination network. Comparing the data from this and a follow-up questionnaire should assist in determining whether the network design will contribute to any significant improvements in the dissemination procedures of the D.C. Public Schools or the lack thereof. Additional demographic information requested of all respondents was their position, educational level, years of professional experience in education, and years of experience in the District of Columbia Public School System.

Section I of the questionnaire listed 17 activities or tasks which were to be examined as to the frequency of need and the frequency of success in obtaining needed information for each task. Respondents were to rate the frequency of need for each task with a Likert-type scale of 1 to 5, with 1 indicating that a task was "not needed," 2 indicating "rarely needed," 3 indicating "occasionally needed," 4 indicating "fairly often needed," and 5 indicating "frequently needed." Each respondent was also asked to rate the frequency of success in obtaining needed information for each of the 17 tasks

on the same Likert-type scale of 1 to 5, with 1 indicating "no success" to 5 indicating "frequent success" in obtaining needed information.

Section II of the questionnaire listed 12 information sources upon which educators could depend for securing new ideas and knowledge in connection with their professional responsibilities. Each respondent rated the extent he/she relied on each of 12 sources of information. The ratings were on a Likert-type scale with 1 indicating "no reliance," 2 indicating "very little reliance," 3 indicating "limited reliance," 4 indicating "considerable reliance," and 5 indicating "extensive reliance."

Section III asked respondents to indicate their experience in using 6 listed information sources. Respondents were to indicate if they were familiar with each source, had used the source, and if used, the value of the source. The value of the source was on a scale of 1 to 3, with 1 indicating "no value," 2 indicating "some value," and 3 indicating "great value."

Section IV listed 7 types of assistance that could be offered respondents in seeking information. Respondents were to check those types of assistance they could use. Respondents could also list other needs they could use assistance with.

And finally, Section V permitted respondents to comment on any aspects related to the questionnaire.

The Sampling of Respondents

Questionnaires were mailed to school principals, regional administrators, and central adminstrators. Five questionnaires were sent to each public school in the District. Principals were requested to complete one questionnaire and to randomly select classroom teachers, resource teachers, librarians, and counselors to complete the remaining four questionnaires.

A total of approximately 1,000 surveys were distributed in the system for prospective respondents to complete and return to the Division of Research and Evaluation for evaluation. Of the total mailed, 462 completed surveys were received in the Division of Research and Evaluation prior to the deadline date. Those completed surveys constituted a 46% response rate to the questionnaire.

Table 1 lists the seven positions of the respondents and the number and percent of respondents falling into each position. For some analyses, the seven position classifications were grouped into four larger groups -- classroom teachers, support staff, school building administrators, and non-school building administrators. Close to half the respondents were classroom teachers.

Table 2 describes the respondents according to their years of professional experience in education and their years of experience specifically in the District of Columbia Public School System. Approximately 78% of the respondents had 10+ years of professional experience in education. Seventy-nine percent of the respondents had 10+ years of professional experience in the DCPS system.

Table 3 describes the educational level attainment of the 462 respondents. A majority of the respondents had master's degrees.

Table 1

NUMBER AND PERCENT OF COMPLETED SURVEYS RECEIVED
BY POSITION AND GROUPED CLASSIFICATION

Position Classification	Number of Surveys Received		Percent of Total Response		Grouped Classification
Classroom Teacher		212		46	Classroom Teacher
Librarian	26		6.0		
Counselor	23	106	5.0	23	Support Staff
Resource Teacher	57		12.0		
Principal		37		8	Building Administrator
Central Administrator	74		16.0		Non-Building
Regional Administrator	33	107	7.0	23	Administrator
Total		462		100	

Table 2

NUMBER AND PERCENT OF RESPONDENTS' PROFESSIONAL YEARS
OF EXPERIENCE IN EDUCATION AND IN DCPS

Professional Experience	Years in Education		Years in DCPS	
	Number	Percent	Number	Percent
0 - 2 Years	14	3.0	9	2.0
3 - 5 Years	18	3.9	13	3.0
6 - 9 Years	65	14.1	57	12.0
10 Years +	359	77.7	363	79.0
No response	6	1.3	20	4.0
Total	462	100.0	462	100.0

Table 3

NUMBER AND PERCENT OF RESPONDENTS' EDUCATIONAL LEVEL
ATTAINMENT

Educational Level	Number	Percent
Less than bachelor's degree	5	1.1
Bachelor's degree	120	26.0
Master's degree	283	61.3
Doctorate degree	27	5.8
Post graduate	16	3.5
No response	11	2.4
Total	462	100.0

SECTION I - INFORMATION NEEDS AND OBTAINMENT

Section I includes five research questions. They are as follows:

A. How do the seven position groups differ in their frequency of need for 17 specified activities?

B. How do the seven position groups differ in their frequency of success in obtaining needed information for 17 specific activities?

C. For the seven positions, what is the relationship between need for information and success in obtaining needed information for 17 listed activities or tasks?

D. Do respondents with less experience in DCPS tend to have a greater need for information than those with more experience in the system?

E. Do respondents with less professional experience in education tend to have a greater need for information than those with more professional experience?

Statistical Analyses

Section I of the questionnaire was analyzed using three statistical indices: contingency table percentages, mean scores, and correlation coefficients. Contingency tables listed the seven classification positions in a vertical column and the five item response categories, which reflected degrees of need for information or frequency of success in obtaining needs from "never" to "frequently," in a horizontal row. The number and percent of respondents who gave each response category was at the appropriate cross-point of the table. This analysis procedure permitted a comparison of each group's distribution along the frequency of need scale or the frequency of success scale.

As a second analysis procedure, the respondents' designation to each of the 17 activities in Section I concerning frequency of need for information or frequency of success in obtaining the needed information was quantified on a scale of 1 to 5 using numerical values assigned below:

1 = never
2 = rarely
3 = occasionally
4 = fairly often
5 = frequently

The mean or average was computed for each respondent's position and for all the respondents regardless of position. The mean scores could range on the frequency of need or frequency of success scales from a low of 1.0 to a high of 5.0. Using the group's mean scales, the F statistic, which measures the general existence of mean differences between defined groups, was also obtained. If the F-test indicated that the mean responses for the groups differed significantly, a follow-up procedure was done pinpointing which particular pairs of group means differed.

Finally, correlation coefficients, describing the strength of relationships between two measures, were calculated between the frequency of need and the frequency of successfully obtaining the needed information for each of the 17 activities. Hopefully, the correlation coefficients would be high and positive. Correlations were also used to measure the relationship between experience in education, experience in DCPS and a total need score. The total need score was obtained by summing scores across the 17 activities.

Results for Research Question A

Tables 1-B through 17-B which appear in Appendix B summarize the responses of the seven position classifications as to their need for information on each of 17 activities. The statistical analysis reveals that with regard to need for information on:

1. Developing daily lesson plans (Table 1-B)

   a. Over one-fourth of the resource teachers, classroom teachers and librarians indicated a frequent need for information on developing daily lesson plans.

   b. As expected, a large percentage of central and regional administrators indicated (80% and 40%, respectively) that they never had a need for information concerning developing daily lesson plans.

   c. The mean scores for the seven positions (given at the bottom of the tables in Appendix B) are all below 3.0, which in the table is defined as the "occasionally needed" category.

   d. The mean scores for classroom teachers (2.98), librarians (2.96), and resource teachers (2.92) are significantly larger than the mean score for central administrators (1.30).

2. Writing proposals (Table 2-B)

   a. The majority of respondents in each position classification marked "occasionally" needed or less for this activity. The mean scores for each position are all below 3.0.

   b. The mean score for cental administrators (2.93) was significantly larger than the mean scores for resource teachers (1.98) and classroom teachers (2.00).

3. Developing or revising curriculum (Table 3-B)

   a. Almost 50% of the principals marked that they needed this information "fairly often" (33.3%) or "frequently" (15.2%). Thirty-three percent of the librarians indicated they needed information regarding this activity. The five remaining groups indicated that they had a lower frequency of need regarding information on this activity.

   b. The mean scores for all positions except principals were less than 3.0. The mean scores for principals and resource teachers were significantly higher (3.24 and 2.84, respectively) than the mean score for central administrators (1.87).

4. Formulating policy recommendations (Table 4-B)

   a. Over one-third of the three administrative positions (principals, central and regional administrators) indicated they needed information regarding formulation of policy recommendations "fairly often" or "frequently." The mean scores for these three groups were over 3.0.

   b. Over a quarter of all groups except counselors indicated they "occasionally" needed information regarding this activity.

   c. The mean scores of principals, regional administrators, and central administrators (3.38, 3.38, and 3.34, respectively) were significantly higher than the mean scores of counselors, classroom teachers, and resource teachers (2.15, 2.26, and 2.34, respectively).

5. Carrying out committee assignment (Table 5-B)

   a. A majority of central administrators (51.5%), resource teachers (62.0%), principals (67.7%), and regional administrators (81.4%) indicated they needed information on this activity "fairly often" or "frequently."

   b. The mean scores for all seven positions exceeded 3.0, with the mean score for regional administrators (4.30) significantly larger than the mean score of classroom teachers (3.18).

6. Developing rules/regulations (Table 6-B)

   a. Approximately 60% of the principals marked that they "fairly often" or "frequently" needed information on this activity. A majority of regional administrators (53.8%) marked the "occasionally" category. A fairly large percentage of librarians and central administrators (41.7% and 31.3%, respectively) also marked the "occasionally" category.

   b. The mean scores for four of the seven groups equalled or exceeded 3.0. These groups were: librarians (3.00), resource teachers (3.12), regional administrators (3.35), and principals (3.51).

7. Writing or revising curriculum guide (Table 7-B)

   a. A majority of respondents in all seven groups marked "never" or "rarely" needing information regarding this activity.

   b. All mean scores for the seven position groups were below the 3.0 mark.

8. Planning/conducting in-service training (Table 8-B)

   a. A large percentage of the three administrative groups marked "frequently" needing information regarding this activity: regional administrators (69.0%), principals (33.3%), and central administrators (27.0%).

   b. A large percentage (38.9%) of classroom teachers indicated they "never" needed information on this activity.

   c. The mean scores for regional administrators (4.31), principals (3.78), and central administrators (3.24) were significantly higher than the mean scores for classroom teachers (2.22). Regional administrators also scored significantly higher than counselors (2.45), resource teachers (2.88), and central administrators (3.24). In addition, principals had a mean significantly higher than counselors.

9. Designing new instructional programs (Table 9-B)

   a. A majority of counselors (65.0%), central administrators (60.7%), and classroom teachers (56.3%) indicated that they "never" and "rarely" needed information regarding this activity. A majority of regional administrators (53.6%) indicated they needed information about this activity "fairly often" or "frequently." A large percentage of principals (44.4%) and librarians (45.5%) indicated that they "occasionally" needed information regarding this activity.

   b. The mean scores of librarians (3.09), principals (3.14), and regional administrators (3.39) were above the 3.0 point. The mean for regional administrators was significantly greater than the means for counselors (2.05), central administrators (2.23), and classroom teachers (2.39).

10. Developing rationale/position statement (Table 10-B)

a. A majority of counselors (75.0%), classroom teachers (69.9%), and resource teachers (64.4%) marked that they "never" or "rarely" needed information for this activity. A majority of regional administrators (51.7%) and just under a majority of central administrators (47.7%) marked that they needed information regarding this activity "fairly often" or "frequently."

b. Mean scores for regional administrators (3.59) and central administrators (3.31) were above the 3.0 point. The means for these two positions were significantly larger than the means for counselors (1.75), classroom teachers (1.96), and resource teachers (2.11). The mean for principals (2.89) was significantly larger than the means for counselors and classroom teachers.

11. Preparing speech/presentation/article (Table 11-B)

a. A majority of classroom teachers (68.2%), counselors (61.9%), and resource teachers (59.6%) indicated that they "never" or "rarely" needed information about this activity.

b. Two-thirds of the regional administrators (66.7%) marked that they needed information about this activity either "fairly often" (23.3%) or "frequently" (43.3%).

c. The mean scores for the regional administrators (4.00) and central administrators (3.20) were above the 3.0 or mid-point. The mean of the regional administrators was significantly larger than the means of classroom teachers (2.06), counselors (2.33), resource teachers (2.44), librarians (2.70), and principals (2.92). The means for central administrators (3.20) and principals (2.92) were also significantly larger than the mean for classroom teachers.

12. Updating teaching/instructional methods and techniques (Table 12-B)

a. For five of the seven positions a majority of respondents marked either "fairly often" or "frequently" needing information concerning this activity. The five groups and their percentages were:
   principals (69.7%)
   librarians (69.5%)
   classroom teachers (52.7%)
   resource teachers (58.9%)
   regional administrators (74.0%)
Slightly more than a majority of central administrators (56.4%) indicated they "never" needed information regarding this activity.

b. Five group means were above the mid-point, 3.0, and were significantly greater than the mean for central administrators (2.16). These groups and their means were:
   principals (3.85)
   librarians (3.83)
   regional administrators (3.81)
   resource teachers (3.73)
   classroom teachers (3.54).

13. Securing innovative ideas for improvement (Table 13-B)

a. A majority of all seven positions indicated that they needed information concerning this activity "fairly often" or "frequently." The group percentages were:
   principals (70.2%)
   librarians (70.2%)
   counselors (55.0%)
   classroom teachers (55.2%)
   resource teachers (61.3%)
   central administrators (50.0%)
   regional administrators (83.9%)

b. The mean scores for all seven groups exceeded 3.0, the mid-point. The means for librarians (4.00) and regional administrators (4.29) were at or above the 4.0 level. In addition, the mean for regional administrators (4.29) was significantly greater than the mean for central administrators (3.45), the lowest mean.

14. Conducting research for academic course work or degree (Table 14-B)

a. The percentages for all the groups were fairly well distributed across the five levels showing frequency of need for information regarding this activity.

b. Only one group mean was above 3.0, resource teachers at 3.08. While the means ranged from a low of 2.53 for counselors to a high of 3.08 for resource teachers, none of the group means was significantly higher than any other group mean.

15. Investigating promising programs/practices (Table 15-B)

a. Over 50% of the central and regional administrators (50.8% and 58.6%, respectively) indicated a need for information regarding this activity "fairly often" and "frequently." This study shows that 50% of the principals indicated that they "occasionally" had a need for information regarding this activity. The highest percentages for the remaining four groups also fell into the "occasionally" category -- librarians (31.8%), counselors (42.9%), classroom teachers (36.9%), and resource teachers (34.0%).

b. Four group means were above the 3.0 level. They were: principals (3.33), librarians (3.41), central administrators (3.43), and regional administrators (3.79). Specifically, the group mean for regional administrators was significantly higher than the group mean for counselors (2.57).

16. Identifying exemplary administrative/ management practices (Table 16-B)

a. Slightly over 60% of the principals indicated they "fairly often" or "frequently" needed information regarding this activity. On the other hand, more than 50% of librarians (52.6%), counselors (68.5%), classroom teachers (60.9%), and resource teachers (73.9%) indicated they "never" to "rarely" needed information regarding this activity.

b. The group means for the three administrative groups (principals at 3.58, regional administrators at 3.33, and central administrators at 3.08) were above 3.0, the scale's mid-point. The means for these three groups were significantly higher than the means for resource teachers (2.02) and classroom teachers (2.18). In addition, the means for principals and regional administrators were significantly higher than the lowest mean, which was for counselors (1.89).

17. Seeking improved classroom management and/or discipline techniques (Table 17-B)

a. Five of the position groups had a majority of their respondents marking that they "fairly often" or "frequently" needed information for this activity. The combined percentages of the five groups were: principals (72.2%), librarians (56.5%), counselors (57.9%), resource teachers (51.0%), and regional administrators (72.4%). A majority (52.7%), of central administrators indicated they "never" needed information regarding this activity.

b. The means for six of the seven positions exceeded 3.0 -- classroom teachers (3.44), librarians (3.61), resource teachers (3.65), counselors (3.84), principals (3.89), and regional adminstrators (3.97). These six group means were all significantly higher than the mean for the central administrators which was 2.11.

In addition to the 17 tasks that were rated by the participants, an opportunity was provided to list additional tasks for which information is needed. These tasks were listed but not rated by the participants. Outlined below are those additional tasks according to three groups of respondents.

1. Classroom Teachers
    - Career development orientation at the junior high level
    - Trying to obtain new CBC materials
    - Seeking source of teaching materials

2. Librarians, Counselors, and Resource Teachers
    - Improvement of counseling techniques
    - Seeking budget information
    - Promotion of staff spirit

3. Central and Regional Administrators
    - Seeking budget and statistical information
    - Interpreting and implementing federal regulations
    - Developing compliance monitoring systems
    - Reviewing proposals
    - Identifying persons with information responsibility
    - Researching collective bargaining practices
    - Developing and gathering information on new studies for the gifted and talented
    - Obtaining relevant reports from legislative and executive branches of government, pertaining to funds, trends, issues, etc.

Summary

Table 4 summarizes the means and percents for all respondents regardless of position for the 17 listed types of information needs. The information needs are numbered from 1 to 17, coinciding with the 17 activites listed in Section I of the questionnaire (Appendix A). Table 4 also prioritizes, by ranking total means, information needs for the total group of respondents.

The means for 5 of the 17 listed tasks were in the 3.0 to 4.0 range, indicating that the respondents were "occasionally" to "fairly often" in need of the task. The remaining 12 tasks had total means in the 2.0 to 3.0 range, indicating a "rare" or "occasional" need.

For 3 of the 17 tasks, a majority of all respondents, irrespective of position group, marked that they "fairly often" or "frequently" needed the respective task. The three tasks and percentages were:

13. Securing innovative ideas for improvement (59.7%)
12. Updating teaching/instructional methods and techniques (52.5%)
5. Carring out committee assignment (50.0%)

For 6 of the 17 tasks, a majority of respondents, regardless of position, marked that they "never" or "rarely" needed the listed task. These six tasks and percentages were:

7. Writing or revising curriculum guide (63.9%)
2. Writing proposals (56.5%)
10. Developing rationale/position statement (52.1%)
16. Identifying exemplary administrative/management practices (50.8%)
11. Preparing speech/presentation/article (50.6%)
1. Developing daily lesson plans (54.8%)

Table 4

RANKING OF TOTAL PERCENTS AND MEANS FOR
17 TYPES OF INFORMATION NEEDS

Information Needs*	Percents of Respondents					Ranked Means
	Never (1)	Rarely (2)	Occasionally (3)	Fairly Often (4)	Frequently (5)	
13	4.4%	4.9%	31.0%	31.9%	27.8%	3.74
5	12.9%	10.1%	27.0%	23.0%	27.0%	3.41
12	15.4%	9.2%	22.8%	24.6%	27.9%	3.41
17	13.2%	12.7%	25.3%	19.6%	29.3%	3.40
15	15.4%	14.2%	35.3%	19.9%	15.2%	3.05
6	19.6%	17.1%	26.0%	20.4%	16.8%	2.98
14	23.6%	17.5%	25.1%	18.5%	15.3%	2.85
8	24.6%	15.5%	29.3%	13.8%	16.8%	2.83
4	25.3%	18.5%	32.0%	13.8%	10.4%	2.66
1	34.4%	20.4%	14.8%	7.5%	22.8%	2.64
11	28.0%	22.6%	25.8%	12.5%	11.1%	2.56
9	30.3%	18.4%	28.0%	13.2%	10.1%	2.54
16	33.9%	16.9%	22.0%	16.4%	10.8%	2.53
3	31.6%	17.4%	27.9%	14.7%	8.4%	2.51
10	32.8%	19.3%	25.3%	15.4%	7.3%	2.45
2	36.6%	19.9%	28.3%	7.3%	7.9%	2.30
7	45.7%	18.2%	20.3%	10.6%	5.2%	2.11

*Each of the seventeen types of Information needs is stated on the following page.

	Statements of Information Needs
13	Securing innovative ideas for improvement
5	Carrying out committee assignments
12	Updating teaching/instructional methods and techniques
17	Seeking improved classroom management and/or discipline techniques
15	Investigating promising programs/practices
6	Developing rules/regulations
14	Conducting research for academic course work or degree
8	Planning/conducting inservice
4	Formulating policy recommendations
1	Developing daily lesson plans
11	Preparing speech/presentation/article
9	Designing new instructional programs
16	Identifying exemplary administrative/management practices
3	Developing or revising curriculum
10	Developing rationale/position statement
2	Writing proposals
7	Writing or revising curriculum guide

Results for Research Question B

As previously stated, Research Question B was "How do the seven position groups differ in their frequency of success in obtaining needed information for the 17 specific activities?" Tables 1-C through 17-C which appear in Appendix C summarize the responses to this question. The statistical analyses reveal that with regard to success of obtaining needed information on:

1. Developing daily lesson plans (Tables 1-C)

   a. Over 50% of principals (60.8%), librarians (72.7%), counselors (57.1%), classroom teachers (74.5%), and resource teachers (60.0%) indicated that "fairly often" or "frequently" they successfully obtained needed information regarding developing daily lesson plans.

   b. As expected, a large percentage (79.2%) of central administrators indicated they "never" or "rarely" were successful in obtaining information regarding developing daily lesson plans.

   c. The responses of regional administrators were bimodal for successfully obtaining needed information on developing daily lesson plans. Forty-five percent indicated they were "never" or "rarely" successful, and 45% indicated they were "fairly often" or "frequently" successful in this endeavor.

   d. The quantified mean score for six of the seven classification positions was above 3.0, which in the Table is defined as the "occasional" category. The one exception was central administrators, with a mean of 1.79.

   e. The mean scores for principals (3.58), librarians (3.95), and classroom teachers (3.99) were significantly greater than the mean score for central administrators (1.79).

2. Writing proposals (Table 2-C)

   a. With the exception of central administrators and regional administrators, the majority of the respondents in the five remaining positions marked "occasionally" successful or less for this activity.

   b. The mean score for central administrators (3.68) was significantly larger than the mean scores for counselors (2.08), classroom teachers (2.24), and resource teachers (2.28). The mean scores for regional administrators (3.58) was significantly larger than the mean for classroom teachers and resource teachers. And finally, the mean score for librarians (3.50) was significantly larger than the mean score for classroom teachers.

3. Developing or revising curriculum (Table 3-C)

   a. Almost 67% of the librarians "fairly often" or "frequently" had success in obtaining information to develop or revise curriculum; while, on the other hand, almost 49% of the central administrators were "never" successful. The frequency of success for the other five groups was fairly even over the five scale categories.

   b. On the 5-point scale, the mean scale scores ranged from a low of 2.42 for central administrators to a high of 3.67 for librarians.

4. Formulating policy recommendations (Table 4-C)

   a. Over 55.0% of the three administrative groups (principals and central and regional administrators) indicated they were successful in obtaining needed information for formulating policy recommendations "fairly often" or "frequently." The percentages for the three groups were: 56.3% for principals, 64.0% for central administrators, and 57.1% for regional administrators.

b. On the 5-point Likert-type scale, the mean score for central administrators (3.70) was significantly larger than the mean score for classroom teachers (2.85). There were no other significant pairwise mean differences. The mean values ranged from a low of 2.43 for counselors to a high of 3.70 for central administrators.

5. Carrying out committee assignments (Table 5-C)

   a. A majority of respondents within all seven positions indicated that they were successful "fairly often" or "frequently" in obtaining needed information regarding this activity.

   b. The mean scores for all seven groups were above 3.5, with the 3.73 for librarians being the lowest and 4.36 for regional administrators being the highest.

6. Developing rules/regulations (Table 6-C)

   a. For six of the seven positions, a majority of respondents indicated that they "fairly often" or "frequently" were successful in obtaining information on developing rules or regulations. Resource teachers were the one exception.

   b. The mean scores for all seven positions exceeded 3.0, with the resource teachers having the lowest mean (3.10) and principals having the largest mean (4.00)

7. Writing or revising curriculum guides (Table 7-C)

   a. A majority of counselors (72.8%), classroom teachers (50.0%), central administrators (51.3%), and regional adminstrators (54.6%) marked that they were "rarely" or "never" successful in obtaining information needed for this activity.

   b. All mean scores for the seven position groups were below the 3.0 mark.

8. Planning/conducting in-service (Table 8-C)

   a. A large percentage of the three administrative groups marked "frequently" successful in obtaining information regarding this activity. The three administrative groups and percentages were: principals (43.2%), central administrators (41.1%), and regional administrators (64.3%).

   b. One-quarter of the classroom teachers "never" were successful in obtaining information in regard to planning in-service programs.

   c. The mean scores for regional administrators (4.39), librarians (4.04), principals (3.95), and central administrators (3.79) were significantly higher than the mean score for classroom teachers (2.96).

9. Designing new instructional programs (Table 9-C)

   a. A fairly large percentage of counselors (21.4%), classroom teachers (16.8%), resource teachers (19.5%), and central administrators (35.9%) indicated they "never" were successful in obtaining needed information in regard to designing new instructional programs. On the other hand, a majority or close to it, of principals (50.0%), librarians (47.6%), classroom teachers (48.9%), central administrators (48.7%), and regional administrators (53.8%) were "fairly often" or "frequently" successful.

   b. The mean scores for classroom teachers (3.22), librarians (3.52), regional administrators (3.54), and principals (3.59) were above the 3.0 level.

10. Developing rationale/position statement (Table 10-C)

    a. A large percentage of counselors (69.3%), classroom teachers (46.3%), and resource teachers (61.1%) marked that they "never" or "rarely" were successful in obtaining needed information regarding developing rationale/position statements. On the other hand, a majority of central administrators (61.7%) and regional administrators (55.5%) marked that they were "fairly often" or "frequently" successful in that endeavor. The responses of librarians were divided fairly evenly across all five response categories. And over a third of the principals marked that they were "occasionally" successful.

    b. The mean scores ranged from a low of 2.28 for resource teachers to a high of 3.78 for regional administrators. The mean scores for central and regional administrators (3.67 and 3.78, respectively) were significantly larger than the mean scores for resource teachers (2.28) and classroom teachers (2.66).

11. Preparing speech/presentation/article (Table 11-C)

    a. A majority of principals (62.9%), librarians (52.6%), central administrators (68.8%), and regional administrators (72.4%) indicated that they "fairly often" or "frequently" were successful in obtaining information concerning presentation of speeches or articles. On the other hand, a majority of classroom teachers (50.4%) indicated they "never" or "rarely" were successful in this endeavor. The responses of the resource teachers were evenly spread over the five response categories. And, counselors' responses were bimodal with 47% indicating they were "never" or "rarely" successful and 41% indicating they were "fairly often" or "frequently" successful.

b. The mean scores ranged from a low of 2.57 for classroom teachers to a high of 4.07 for regional administrators. The mean scores for regional administrators (4.07), central administrators (3.87), and principals (3.49) were significantly larger than the mean score for classroom teachers (2.57).

12. Updating teaching/instructional methods and techniques (Table 12-C)

a. For five of the seven positions, over two-thirds of respondents marked either "fairly often" or "frequently" being successful in obtaining needed information. The five groups and their respective percentages were: principals (75.8%), librarians (78.3%), classroom teachers (70.1%), resource teachers (62.6%), and regional administrators (80.8%). The responses of the counselors were fairly evenly spread across the five response categories. The responses of central administrators were bimodal -- 51.3% marking "never" or "rarely" successful and 41.0% marking "fairly often" or "frequently" successful.

b. Six of the seven groups had mean values above 3.0. Central administrators with a mean of 2.64 was the one deviation. The mean scores for resource teachers (3.71), classroom principals (4.15), and librarians (4.22) were significantly larger than the mean score for central administrators (2.64).

13. Securing ideas for improvement (Table 13-C)

a. A majority of all seven positions marked that they "fairly often" or "frequently" were successful in securing innovative ideas for improvement -- principals (63.9%), librarians (70.9%), counselors (61.9%), classroom teachers (66.9%), resource teachers (64.6%), central administrators (60.7%), and regional administrators (80.6%).

b. The mean scores for all seven groups of respondents exceeded 3.0, the mid-point. The means for librarians (4.00) and regional administrators (4.16) were at or above the 4.0 level.

14. Conducting research for academic course work or degree (Table 14-C)

a. A majority of librarians (52.9%), classroom teachers (55.8%), resource teachers (54.2%), and central administrators (56.8%) indicated that they "fairly often" or "frequently" were successful in obtaining needed information concerning conducting of research for coursework or degree. The percentage for the remaining three groups was fairly well distributed across the five response categories.

b. The means for all seven groups were in the 3.03 to 3.50 range. None of the group means was significantly higher than any other group mean.

15. Investigating promising programs/practices (Table 15-C)

a. A majority of librarians (52.3%), central administrators (68.4%), and regional administrators (58.6%) indicated that they "fairly often" or "frequently" were successful in obtaining needed information regarding this activity. The responses of counselors, classroom teachers, and resource teachers were fairly evenly distributed over three combined response categories (the "never-rarely" category, the "occasionally" category, and the "fairly often-frequently" category). And finally, slightly over 40% of the principals marked the "occasionally" category as to the success of obtaining needed information for this activity.

b. The group mean scores ranged from a low of 2.94 for counselors to a high of 3.84 for central administrators. The mean for central administrators (3.84) was significantly higher than the means for resource teachers (2.98) and classroom teachers (3.11).

16. Identifying exemplary administrative/management practices (Table 16-C)

a. A majority of principals (61.1%) and regional administrators (55.1%) marked that they "fairly often" or "frequently" were successful in obtaining needed information regarding this activity. On the other side, a majority or near majority of librarians (52.9%), counselors (50.0%), classroom teachers (49.6%), and resource teachers (74.3%) indicated that they "never" or "rarely" were successful. And finally, slightly over one-third of the central administrators (37.3%) were "occasionally" successful in obtaining the needed information for this task.

b. The means for the seven positions ranged from 2.06 to 3.75. The means for principals (3.75) and regional administrators (3.55) were significantly larger than the means for resource teachers (2.06) and classroom teachers (2.56). The mean for central administrators (3.24) was also significantly larger than the mean for resource teachers (2.06).

17. Seeking improved classroom management and/or discipline techniques (Table 17-C)

a. Six of the seven position groups had a majority of their respondents marking that they "fairly often" or "frequently" were successful in obtaining needed information regarding this task. The six positions and their respective percentages were: principals (66.7%), librarians (54.6%), counselors (60.0%), classroom teachers (62.3%), resource teachers (55.3%), and regional administrators (66.6%). As the one exception, 56.7% of the central administrators had marked "never" or "rarely" in regard to their success in obtaining needed information for this task.

b. The means for six of the seven positions exceeded 3.0. The means for these six groups were significantly higher than the mean for central administrators (2.49).

Summary

Table 5 summarizes the means and percentages of all respondents regardless of position as to their success in obtaining information on the 17 listed information needs. The information needs are numbered 1 to 17 coinciding with the 17 tasks listed in Section I of the questionnaire (Appendix A). Table 5 also prioritizes, through ranking total means, the 17 tasks according to indication of success in obtaining needed information.

The total means for 13 of the 17 tasks were in the 3.0 to 4.0 range, indicating the respondents, on the average, were "occasionally" to "fairly often" successful in obtaining needed information for these tasks. The remaining 4 tasks had total means in the 2.0 to 3.0 range, indicating the respondents were "rarely" or "occasionally" successful in obtaining needed information.

For 8 of the 17 tasks, a majority of the respondents across the 7 positions marked that they "fairly often" or "frequently" were successful in obtaining needed information. The eight tasks and percentages were:

5. Carrying out committee assignment (72.1%)
13. Securing innovative ideas for improvement (66.5%)
12. Updating teaching instructional methods and techniques (66.6%)
1. Developing daily lesson plans (63.7%)
17. Seeking improved classroom management and/or discipline techniques (58.4%)
8. Planning/conducting in-service training (55.6%)
6. Developing rules/regulations (54.2%)
14. Conducting research for academic course work or degree (52.5%)

Table 5

RANKING OF TOTAL PERCENTS AND MEANS INDICATING
THE SUCCESS IN OBTAINING THE 17 TYPES OF INFORMATION NEEDS

Information Needs*	Percents					Ranked Means
	Never (1)	Rarely (2)	Occasionally (3)	Fairly Often (4)	Frequently (5)	
5	6.1%	4.7%	17.1%	34.8%	37.3%	3.93
13	3.5%	5.0%	24.9%	34.8%	31.7%	3.86
12	9.3%	6.7%	17.4%	32.3%	34.3%	3.76
1	19.2%	8.9%	8.2%	18.2%	45.5%	3.62
17	7.3%	11.4%	22.8%	29.6%	28.8%	3.61
8	14.7%	10.6%	19.1%	23.8%	31.8%	3.47
6	10.3%	13.5%	22.1%	29.8%	24.4%	3.44
14	15.5%	11.7%	20.2%	28.2%	24.3%	3.34
15	10.1%	12.9%	31.1%	27.7%	18.2%	3.31
9	16.5%	15.8%	21.9%	24.5%	21.3%	3.18
11	19.3%	16.1%	17.6%	25.0%	22.0%	3.14
4	15.9%	15.5%	23.8%	28.4%	16.5%	3.14
3	21.5%	14.2%	20.5%	24.5%	19.2%	3.06
10	19.3%	17.7%	23.8%	23.2%	16.1%	2.99
16	22.3%	18.7%	22.6%	24.3%	12.1%	2.85
2	29.0%	16.9%	18.3%	19.7%	16.2%	2.77
7	31.5%	17.8%	19.5%	20.1%	11.1%	2.61

*Each of the seventeen types of Information needs is stated on the following page.

	Statements of Information Needs
5	Carrying out committee assignments
13	Securing innovative ideas for improvement
12	Updating teaching/instructional methods and techniques
1	Developing daily lesson plans
17	Seeking improved classroom management and/or discipline techniques
8	Planning/conducting inservice
6	Developing rules/regulations
14	Conducting research for academic course work or degree
15	Investigating promising programs/practices
9	Designing new instructional programs
11	Preparing speech/presentation/article
4	Formulating policy recommendations
3	Developing or revising curriculum
10	Developing rationale/position statement
16	Identifying exemplary administrative/management practices
2	Writing proposals
7	Writing or revising curriculum guide

Results for Research Question C

As stated before, Research Question C was "For the seven positions, what was the relationship between need for information and success in obtaining needed information for the 17 listed activities or tasks?" Table 6 summarizes these relationships. The table shows both the correlation coefficient between need and success in obtaining needed information for each task and position and the number of respondents on which each respective correlation coefficient is based.

For the group of principals, the correlation for 12 of the 17 tasks was positive and significantly greater than zero. The five remaining correlation coefficients not achieving significance were in the following tasks:

1. Developing daily lesson plans (r=.04, n=18)
3. Developing or revising curriculum (r=.30, n=28)
9. Designing new instructional programs (r=.29, n=31)
10. Developing rationale/position statement (r=.29, n=31)
13. Securing innovative ideas for improvement (r=.21, n=36)

For the group of 26 librarians, 9 of the 17 possible correlation coefficients were positive and significantly greater than zero. One coefficient (for Task 2 - Writing proposals) was significantly less than zero (r= -.44). The seven correlation coefficients not achieving significance were for the following tasks:

4. Formulating policy recommendations (r=.32, n=16)
6. Developing rules/regulations (r=.08, n=20)
7. Writing or revising curriculum guide (r= -.08, n=12)
8. Planning/conducting in-service training (r=.23, n=23)
10. Developing rationale/position statement (r=.05, n=17)
11. Preparing speech/presentation/article (r=.39, n=17)
16. Identifying exemplary administrative/management practices (r=.44, n=14)

Special attention should be given to the correlations for Tasks 11 (r=.39) and 16 (r=.44). Both of these correlation coefficients are substantial but not stable due to the small sample sizes. With more respondents, these coefficients would most likely be significant.

For the group of counselors, 8 of the 17 possible correlation coefficients were positive and significantly greater than zero. The 9 tasks not having significant correlations were:

1. Developing daily lesson plans (r= -.16, n=11)
2. Writing proposals (r=.62, n=8)
3. Developing or revising curriculum (r= -.40, n=12)
4. Formulating policy recommendations (r=.52, n-11)
8. Planning/conducting in-service training (r=.38, n=15)
9. Designing new instructional programs (r= -.03, n=10)
10. Developing rationale/position statements (r=.55, n=9)
12. Updating teaching/instructional methods and techniques (r=.41, n=13)
15. Investigating promising programs/practices (r=.44, n=13)

Three of the above correlations are negative (Tasks 1, 3, and 9), with the correlation for Task 3 being rather large (r= -.40). With a larger sample to give the correlation coefficient more stability, this correlation coefficient most likely would have been significantly less than zero. Tasks 2, 4, 8, 10, 12, and 15 also have rather large correlation coefficients but their n's need to be larger to gain stability.

For the sample of classroom teachers, 15 of the 17 possible correlations were positive and significantly greater than zero. The two tasks not having significant correlation coefficients were:

2. Writing proposals (r=.10, n=73)
8. Planning/conducting in-service training (r=.10, n=94)

For the sample of resource teachers, 15 of the 17 possible correlation coefficients were positive and significantly greater than zero. The two tasks not having significant correlations between needing information and success in obtaining the needed information were:

2. Writing proposals (r= -.12, n=23)
4. Formulating policy recommendations (r=.26, n=29)

As in the sample of classroom teachers, the correlation coefficient for Task 2 (Writing proposals) was negative, but not significantly different from zero.

For the group of central administrators, 12 of the 17 possible correlation coefficients were positive and significantly greater than zero. The five tasks not having significant correlations were:

1. Developing daily lesson plans (r=.51, n=8)
3. Developing or revising curriculum (r=.15, n=17)
7. Writing or revising curriculum guide (r=.04, n=19)
9. Designing new instructional programs (r=.12, n=25)
13. Securing innovative ideas for improvement (r=.19, n=53)

One noticeable situation is the high, but not significant, correlation for Task 1. The correlation (r=.51) is large, but the sample size is very small (n=8) and relatively unstable.

For the sample of regional administrators, 12 of the 17 correlation coefficients were positive and significantly larger than zero. The five tasks not having significant correlations were:

1. Developing daily lesson plans (r=.13, n=13)
2. Writing proposals (r=.20, n=24)
3. Developing or revising curriculum (r=.42, n=15)
5. Carrying out committee assignment (r=.34, n=25)
12. Updating teaching/instructional methods and techniques (r=.34, n=22)

Summary

For the most part, the correlations between a need for information and the success of obtaining the needed information were positive and significantly different from zero, for each task and each position. One caveat of this correlational analysis should be noted. The significance of correlation coefficients is dependent on sample size. Because of small sample sizes, correlation could be quite large, but remain insignificant and unstable. The correlation coefficient for counselors on Task 10 is one case in point. The correlation was .55, but the sample size included only 9 respondents as having answered both the "need" part of the task and the "success" part of the task. Counselors' correlations and librarians' correlations were affected most by the small sample sizes.

Table 6

CORRELATION OF NEED FOR INFORMATION AND SUCCESS IN OBTAINING THE NEEDED INFORMATION BY POSITION

	Position													
	Principal		Librarian		Counselor		Classroom Teacher		Resource Teacher		Central Administrator		Regional Administrator	
Task**	r	(n)	r	(n)	r	(n)	r	(n)	r	(n)	r	(n)	r	(n)
1	.04	18	.54	*19	-.16	11	.35	*116	.70	*32	.51	8	.13	13
2	.39	*25	-.44	*17	.62	8	-.10	73	-.12	23	.27	*45	.20	24
3	.30	28	.40	*20	-.40	12	.21	*102	.46	*39	.15	17	.42	15
4	.51	*31	.32	16	.52	11	.31	*91	.26	29	.23	*59	.43	*26
5	.65	*33	.69	*18	.72	*16	.42	*136	.39	*41	.34	*53	.34	25
6	.51	*32	.08	20	.79	*12	.34	*120	.45	*38	.29	*46	.76	*26
7	.69	*27	-.08	12	.81	*7	.19	*83	.54	*31	.04	19	.68	*13
8	.43	*36	.23	23	.38	15	.10	94	.47	*37	.34	*49	.55	*27
9	.29	31	.65	*19	-.03	10	.33	*101	.55	*32	.12	25	.42	*24
10	.29	31	.05	17	.55	9	.33	*78	.50	*24	.61	*56	.46	*26
11	.38	*31	.39	17	.73	*13	.27	*86	.60	*35	.35	*58	.31	*29
12	.44	*32	.51	*22	.41	13	.43	*148	.56	*45	.58	*24	.34	22
13	.21	36	.47	*23	.42	*19	.35	*160	.54	*44	.19	53	.62	*31
14	.55	*26	.61	*14	.73	*13	.44	*122	.60	*42	.53	*37	.55	*24
15	.55	*36	.62	*20	.44	13	.41	*120	.56	*38	.30	*54	.50	*29
16	.58	*33	.44	14	.60	*9	.40	*78	.63	*19	.46	*48	.74	*28
17	.57	*36	.41	*20	.42	*18	.23	*152	.45	*44	.57	*23	.59	*28

*Correlation coefficient is significantly different from zero.

**Each of the seventeen types of Information needs is stated on the following page.

	Statements of Information Needs
1	Developing daily lesson plans
2	Writing proposals
3	Developing or revising curriculum
4	Formulating policy recommendations
5	Carrying out committee assignments
6	Developing rules/regulations
7	Writing or revising curriculum guide
8	Planning/conducting inservice
9	Designing new instructional programs
10	Developing rationale/position statement
11	Preparing speech/presentation/article
12	Updating teaching/instructional methods and techniques
13	Securing innovative ideas for improvement
14	Conducting research for academic course work or degree
15	Investigating promising programs/practices
16	Identifying exemplary administrative/management practices
17	Seeking improved classroom management and/or discipline techniques

Results of Research Question D

Research Question D was "Do respondents with less experience in DCPS tend to have a greater need for information than those with more experience in the System?" For this correlational analysis, a total "need" score was calculated for each respondent across all seven positions. The total "need" score was the simple addition of the "need for information" score (ranging from 1 to 5) for the 17 defined activities or tasks. Missing values were given an item score of zero. For this analysis, there were 456 respondents.

The correlation between "need" and years experience was 0.15. This correlation is both positive and significantly different from zero. Being a positive correlation means that respondents with many years' experience also tended to have a high total need score and respondents with few years' experience in the DCPS System tended to have a lower total need score.

Results for Research Question E

Research Question E was "Do respondents with less professional experience in education tend to have a greater need for information than those with more professional experience in education?" A total "need" score, as defined above in the Results section for Research Question D, was correlated with professional years' experience in education. The correlation was 0.16. This correlation coefficient is both positive and significantly different from zero. This means that a respondent with many professional years' experience tended to have a higher total "need" score and a respondent with few professional years' experience in education tended to have a lower total "need" score. This is just the reverse of the trend suggested in the research question.

SECTION II - PROFESSIONAL SOURCES FOR SECURING NEW IDEAS

Section II looks at the analysis of one research question: How do the defined educational groups differ in their general responses to each of 12 given sources of information? On a dependency or reliance scale, what sources do respondents depend upon for securing new ideas and knowledge in connection with their professional responsibilities?

Statistical Analyses

Section II of the questionnaire was analyzed using two statistical procedures: contingency table percentages and group mean scores. The contingency analysis permitted a comparison of each of the four groups' response distribution along a reliance or dependency, Likert-type scale.

For Section I analyses, respondents were grouped into one of seven possible position classifications. For Section II analyses, the seven positions were regrouped into four groups -- classroom teachers, support staff, building administrators, and non-building administrators. Table 1 shows how the original seven positions were reorganized into the four group classifications.

For the mean score analyses, each respondent's score was quantified along the reliance scale as given below:

1 = not at all
2 = very little
3 = limited
4 = considerable
5 = extensive

The mean scores could range on the reliance scale from a low of 1.0 to a high of 5.0. If the difference between grouped means was significant, a follow-up procedure was done to specifically locate their difference.

Results

Tables 1-D through 12-D, which appear in Appendix D, summarize the grouped responses of the four groups as to their designation of the sources they depend on for securing new ideas and knowledge in connection with their professional responsibilities. The 12 sources include:

1. Discussions with teachers in your school/school system (Table 1-D)

    a. Over 75% of classroom teachers (78.9%), support staff (79.2%), and building administrators (91.6%) indicated that they relied "considerably" or "extensively" for new ideas on discussions with other teachers in their school. A considerably lesser number of non-building administrators (53.8%) marked "considerable" or "extensive." This, of course, was expected.

    b. The means for all four groups were above 3.00 on the defined 5-point scale. The means for building administrators (4.33), classroom teachers (4.06), and support staff (4.03) were significantly higher than the mean for the non-building administrators (3.26).

2. Discussions with administrators/supervisors in your school system (Table 2-D)

    a. Over 75% of support staff (78.1%), building administrators (88.9%), and non-building administrators (85.2%) indicated that they depended "considerably" or "extensively" for new ideas on administrators in the school system. A lesser number of classroom teachers (64.7%) marked "considerable" or "extensive".

    b. The means for all four groups were above 3.00. The means for non-building administrators (4.25), building administrators (4.22), and support staff (4.00) were significantly higher than the mean for the classroom teachers (3.72).

3. Reading professional journals/publications (Table 3-D)

   a. Over 75% of all four groups -- classroom teachers (76.1%), support staff (91.4%), building administrators (86.1%), and non-building administrators (84.7%) -- indicated that they "considerably" or "extensively" depended upon professional journals and publications for securing new ideas with regard to their profession.

   b. The means for all four groups were above 4.00. The means for support staff (4.32) and non-building administrators (4.29) were significantly higher than the mean value for classroom teachers (4.01).

4. Attending meetings sponsored by professional organizations/ associations (Table 4-D)

   a. Excluding the classroom teacher group, over 65% of the remaining three groups -- support staff (68.0%), building administrators (69.5%), and non-building administrators (66.0%) -- indicated that they relied upon professional meetings to gain new knowledge in regard to their profession. Sixty-seven percent of the classroom teachers indicated that attendance at professional meetings was of "limited" or "considerable" use to them for securing new ideas.

   b. The means for all four groups were above 3.25, with means for building administrators (3.86), support staff (3.79), and non-building administrators (3.70) being significantly higher than the mean for classroom teachers (3.33).

5. Attending meetings/conferences/workshops (Table 5-D)

   a. Again, excluding the classroom teacher group, over 25% of the remaining three groups -- support staff (34.9%), building administrators (30.6%), and non-building administrators (27.9%) -- indicated that they relied "extensively" on meetings and workshops for securing new ideas. Twenty-eight percent of the classroom teachers marked that their dependence upon meetings and workshops for securing new ideas was "limited" and "considerable," respectively.

b. The means for all four groups were above 3.70 with the means for support staff (4.11) and non-building adminstrators (3.99) being significantly higher than the mean for classroom teachers (3.71).

6. Informal contacts with university/college faculty (Table 6-D)

a. Approximately one-third of the respondents from all four groups -- classroom teachers (30.0%), support staff (36.9%), building administrators (36.1%), and non-building administrators (32.7%) -- marked that they had only a "limited" reliance or dependence on informal contacts with college faculty for securing new ideas. Also, 26.1% of the classroom teachers marked that they only had "very little" dependence or reliance on this information source.

b. Classroom teachers had the lowest mean at 2.78. The remaining three means were above 3.00 -- support staff (3.07), non-building administrators (3.09), and building administrators (3.33).

7. Participating in school system professional development (in-service) experience (Table 7-D)

a. A majority of classroom teachers (68.6%), support staff (79.8%), and building administrators (80.5%) marked that they used in-service activities "considerably" or "extensively" for securing new ideas and knowledge. A somewhat smaller percentage of non-building administrators (47.4%) relied on this source to the same degree. Slightly over 30% of the non-building administrators used this source to a "limited" degree for securing new ideas.

b. The means for non-building administrators and classroom teachers were above 3.0, while the means for support staff and building administrators were above 4.0. The means for classroom teachers (3.79), support staff (4.07), and building administrators (4.14) were significantly higher than the mean for non-building administrators (3.36).

8. Discussions with educators in other school systems (Table 8-D)

   a. A majority of the respondents indicated that they used this source to a "limited" or "considerable" degree to secure new knowledge --classroom teachers (62.2%), support staff (70.7%), building administrators (61.1%), and non-building administrators (72.6%).

   b. The means for all four groups were above 3.0 but below 3.5. The individual means were not significantly different from each other.

9. Enrolling in college/university courses and/or special workshops (Table 9-D)

   a. A majority of three groups -- classroom teachers (68.3%), support staff (78.1%), and building administrators (60.0%) -- indicated that they used this source either "considerably" or "extensively" to gain new ideas and knowledge. Slightly under one-quarter of the non-building administrators (24.5%) marked that they used this source "very little" for securing new ideas.

   b. All four groups means fell between 3.0 and 4.0. The means for support staff (3.99) were significantly higher than the mean for non-building administrators (3.18).

10. Discussions with consultants (Table 10-D)

   a. Over 60% of support staff (69.9%), building administrators (63.9%), and non-building administrators (67.3%) indicated that they talked with consultants to a "limited" or "considerable" degree to secure new ideas. Over 60% of classroom teachers (61.7%) marked that they used consultants to a "very little" or "limited" degree.

      The mean for classroom teachers was 2.82. The remaining three groups had means above 3.0 -- non-building administrators (3.19), building administrators (3.31) and support staff (3.41). The means for support staff and non-building administrators were significantly higher than the mean for classroom teachers.

11. Using information centers (Table 11-D)

    a. Over sixty percent of all respondents indicated that they used information centers either to a "limited" or "considerable" degree to secure new ideas -- classroom teachers (64.8%), support staff (67.3%), building administrators (63.9%), and non-building administrators (67.4%).

    b. The four group means ranged from a low of 3.27 for classroom teachers to a high of 3.51 for support staff.

12. Using school and public libraries (Table 12-D)

    a. Over 75% of classroom teachers (79.1%) and support staff (88.4%) marked that they used libraries either "considerably" or "extensively" to gain new ideas and knowledge. Eighty percent of the building administrators marked "limited" or "considerable" for using this source. The responses for non-building administrators were more spread out over the three categories -- "limited," "considerable," and "extensive."

    b. The four group means fell between 3.5 and 4.5. The means for support staff (4.28) and classroom teachers (4.03) were significantly higher than the mean for non-building administrators (3.59). Also, the mean for support staff was significantly higher than the mean for building administrators (3.69).

Summary

Table 7 summarizes the percents and means for 12 information sources for securing new ideas and knowledge. This summarization disregards the grouping variables of classroom teachers, support staff, building administrators and non-building administrators. The sources entered in the left-hand column of Table 7 refer to the 12 sources of Section II of the questionnaire (Appendix D). The sources are prioritized in the table according to their mean values, which are listed in the right-hand column.

Source 3 (reading professional journals/publications) had the highest mean (4.16). Over 80% of the respondents indicated that they used this source either "considerably" or "extensively" to secure new ideas and knowledge. Source 6 (informal contacts with university/college faculty) had the lowest overall mean (2.96). One-third of the respondents indicated that they used this source "not at all" or "very little." One-third of the respondents also used this source to a "limited" degree and one-third to a "considerable" or "extensive" degree to secure new ideas. Analysis of the mean values indicates that the ten remaining sources were used, on the average, by the respondents somewhere between a "limited" degree and a "considerable" degree.

Table 7

RANKING OF TOTAL PERCENTS AND MEANS FOR THE
12 SOURCES FOR SECURING NEW IDEAS AND KNOWLEDGE

Source*	Not At All (1)	Very Little (2)	Limited (3)	Considerable (4)	Frequently (5)	Ranked Means
3	0.7%	3.1%	13.8%	44.4%	38.0%	4.16
12	2.9%	5.3%	16.7%	42.5%	32.5%	3.97
2	0.7%	6.0%	18.9%	47.2%	27.2%	3.94
1	3.6%	6.8%	14.9%	44.9%	29.8%	3.91
5	0.0%	6.0%	23.2%	45.9%	24.9%	3.90
7	2.2%	8.5%	21.7%	43.2%	24.4%	3.79
9	2.9%	9.7%	23.4%	43.5%	20.5%	3.69
4	3.1%	9.5%	31.9%	38.8%	16.7%	3.57
11	4.5%	16.4%	31.1%	34.8%	13.2%	3.36
8	6.9%	19.0%	33.9%	32.6%	7.6%	3.15
10	8.2%	20.6%	33.6%	30.4%	7.3%	3.08
6	11.7%	21.8%	32.7%	26.1%	7.7%	2.96

*Each of the twelve Sources of Information is given on the following page.

	Sources of Information
3	Reading professional journals/publications
12	Using school and public libraries
2	Discussions with administrators/supervisors in your school/school system
1	Discussions with teachers in your school/school system
5	Attending meetings/conferences/workshops
7	Participating in school system professional development (inservice) experiences
9	Enrolling in college/university courses and/or special workshops
4	Attending meetings sponsored by professional organizations/associations
11	Using information centers
8	Discussions with educators in other school systems
10	Discussions with consultants
6	Informal contacts with university/college faculty

SECTION III - USE AND VALUE OF INFORMATION SOURCES

Section III analyzed three research questions. They were:

A. What percentage of respondents in each of the seven groups and the total group is familiar with the six listed information sources?

B. What percentage of respondents in each of the seven position groups and the total group have used the six information sources?

C. Of the respondents who have used a particular local information source, what were their perceptions of the value to them of each source?

Statistical Analysis

Section III of the questionnaire (Appendix A) was analyzed using two statistical indices: contingency table percentages (for all three research questions) and mean score analysis (for Research Question C). The analyses for Research Questions A and B compared the percent distributions of yes/no responses for each information source within groups and across groups. Percentages were also used to analyze Research Question C. Percent distributions across a common value scale, going from "no value" to "some value" and "great value," were used to evaluate Research Question C. For summary purposes, the value scale was quantified such that mean scores for each information source could be calculated and compared. The quantification was as follows:

1 = none
2 = some
3 = great

Results for Research Question A

Tables 1-E through 6-E, which appear in Appendix E, summarize the grouped responses as to their familiarity with six information sources. The six information sources include:

1. Research Information Center --- RIC (Table 1-E)

    a. A majority of respondents within each of the seven classification positions indicated they were familiar with RIC. Across all positions, 64% indicated they were familiar with RIC.

    b. Over 80% of the principals and central administrators were familiar with this information source.

2. Public School Libraries (Table 2-E)

    a. One hundred percent of principals, librarians, counselors, classroom teachers, and regional administrators indicated they were familiar with the information source. As the most deviant group, only 87.3% of the central administrators marked that they were familiar with the public school libraries.

    b. In total, 97.7% of the respondents were familiar with this source of information.

3. University Libraries (Table 3-E)

    a. Within all positions, over 90% of the respondents indicated that they were familiar with this source of information.

    b. Across all positions, 94.0% of the respondents were familiar with university libraries as a source of information.

4. CBC Center (Table 4-E)

   a. One hundred percent of the librarians were familiar with this source of information. As the lowest group, 79.1% of the central administrators were familiar with the Competency-Based Curriculum Center as an information source.

   b. Across all positions, 87.5% of the respondents were familiar with the CBC Center as a source of information.

5. D.C. Teacher Center (Table 5-E)

   a. Ninety-two percent of the librarians were familiar with the D.C. Teachers' Center as an information source, while only 62.8% of the classroom teachers were familiar with this source.

   b. Across all positions, 68.8% of the respondents were familiar with the D.C. Teachers' Center as an information source.

6. D.C. State Facilitator Project (Table 6-E)

   a. Fifty percent and above of central and regional administrators (50.0% and 81.3%, respectively) were familiar with this source of information. The percentages for the four remaining groups ranged from a low of 13.7% (classroom teachers) to a high of 47.8% (librarians).

   b. Across all positions, only 29.9% of the respondents were familiar with the D.C. State Facilitator Project as one information source.

Summary

Table 8 rank orders the sources of information respondents are familiar with. Across the seven positions, the respondents were most familiar with public school libraries (97.7%). On the other hand, they were least familiar with the D.C. State Facilitator Project (29.9%).

Table 9 shows the relationship between position membership and an average percentage of familiarity index. On the average, regional administrators were the most familiar with the six listed information sources (89.0%), while classroom teachers were the least familiar with the six sources (67.9%).

Table 8

RANK ORDER OF INFORMATION SOURCES RESPONDENTS ARE FAMILIAR WITH

Source	% Yes
Public School Librarians	97.7%
University Librarians	94.0%
CBC Center	87.5%
D.C. Teachers' Center	68.8%
Research Information Center (RIC)	64.0%
D.C. State Facilitator Project	29.9%

Table 9

AVERAGE PERCENTAGE OF FAMILIARITY ACROSS THE SIX INFORMATION SOURCES

Position	Average % of Familiarity
Principals	78.7%
Librarians	83.3%
Counselors	72.1%
Classroom Teachers	67.9%
Resource Teachers	71.4%
Central Administrators	77.4%
Regional Administrators	89.0%

Results for Research Question B

Tables 1-F through 6-F, which appear in Appendix F, summarize the grouped responses as to their use of the six defined information sources. The six information sources are:

1. Research Information Center -- RIC (Table 1-F)

   a. A majority of principals (75.9%), librarians (52.6%), central administrators (89.6%), and regional administrators (63.0%) indicated they had used RIC.

   b. Across all positions, slightly more than half (52.1%) of the respondents had used RIC.

2. Public School Libraries (Tables 2-F)

   a. While a majority within all position classifications indicated they had used public school libraries, two positions used this source at a somewhat lesser rate -- central administrators (58.6%) and regional administrators (83.9%). The remaining five positions used this source at least 97.0% of the time.

   b. Across all positions, approximately 90% of the respondents had used the public school libraries.

3. University Libraries (Table 3-F)

   a. Within each position, at least 75% of the respondents used this information source.

   b. Across all positions, 84.7% of the respondents had used university libraries.

4. CBC Center (Table 4-F)

   a. The percentage of respondents within each position varied considerably, with a low of 39.1% of central administrators using this source to a high of 91.3% of the librarians.

b. Across all positions, 62.9% of all respondents indicated they had used the CBC Center as an information source.

5. D.C. Teacher Center (Table 5-F)

a. Less than half of respondents within each position, except for librarians at 52.4%, had used this information source. The lowest percentage was 13.3% of the central administrators.

b. Across all positions, 29.0% of the respondents had used the D.C. Teachers' Center as an information source.

6. D.C. State Facilitator Project (Table 6-F)

a. The regional administrators were a deviant group, with 53.6% indicating they used this information source. The usage percentages of the remaining six positions were below the 25% level.

b. Across all positions, only 16.5% of the respondents used the D.C. State Facilitator Project as an information source.

Summary

Table 10 rank orders six information sources respondents can use. Regardless of position classification, most respondents used the public school libraries (90.2%). On the other hand, the D.C. State Facilitator Project was least used by respondents (16.5%).

Table 11 shows the relationships between position classification and an average percentage of use index across the six information sources. On the average, a larger percent of librarians (66.5%) used a listed information source than any other position. Closely following the percentage of librarians is regional administrators, with 66.0% of them using one of the sources. On the average, counselors were the group of respondents using an information source the least (50.6%).

Table 10

RANK ORDER OF INFORMATION SOURCES USED BY RESPONDENTS

Source	% Yes
Public School Libraries	90.2%
University Libraries	84.7%
CBC Center	62.9%
Research Information Center	52.1%
D.C. Teacher Center	29.0%
D.C. State Facilitator Project	16.5%

Table 11

AVERAGE PERCENTAGES OF USE ACROSS THE SIX INFORMATION SOURCES

Position	Average % of Use
Principals	59.5%
Librarians	66.5%
Counselors	50.6%
Classroom Teachers	53.3%
Resource Teachers	55.8%
Central Administrators	51.4%
Regional Administrators	66.0%

Results for Research Question C

Percentages were the primary method of analysis for this research question, with means being the secondary method. For the mean analyses, the categorical variables of "no value," "some value," and "great value" were translated into numerical values of 1, 2, and 3, respectively. Tables 1-G through 6-G, which appear in Appendix G, summarize the grouped responses as to the value of the six information sources. The six information sources are:

1. Research Information Center -- RIC (Table 1-G)

    a. A total of 176 participants responded to this research item. Of those, slightly more than a majority (51.1%) indicated that RIC was of "great" value to them. Only 3.4% said this information was of "no" value.

    b. Within the positions, a majority of principals, librarians, classroom teachers and resource teachers indicated that RIC was of "some" value. The majority of each of the remaining three positions (counselors, central and regional administrators) indicated that RIC was of "great" value to them.

2. Public School Libraries (Table 2-G)

    a. A total of 383 participants responded to this research item. Of those, slightly more than a majority (52.7%) indicated that the public school libraries were of "great" value to them. Only 2.1% marked that this source of information was of "no" value.

    b. Separated into seven positions, a majority of principals, counselors, and central and regional administrators indicated that the public school libraries were of "some" value to them. The majority of librarians and classroom resource teachers indicated that this information source was of "great" value to them.

3. University Libraries (Table 3-G)

   a. Of a total of 343 respondents to this research item, 200 or 58.3% of them indicated that university libraries were of "great" value to them as an information source. Only 1.7% marked that this source was of "no" value to them.

   b. Categorized by positions, a majority of principals and regional administrators indicated that university libraries were of "some" value to them as an information source. A majority of the five remaining groups (librarians, counselors, classroom and resource teachers, and central administrators) designated that this source of information was of "great" value to them.

4. CBC Center (Table 4-G)

   a. Of a total of 241 respondents to this research item across all positions, 131, or 54.4% of them, indicated that the CBC Center was of "some" value to them as an information source, while 2.5% of them indicated this source was of "no" value to them.

   b. Categorized by positions, a majority of principals, counselors, and classroom teachers indicated that the CBC Center was of "some" value to them, while a majority of librarians and resource teachers marked that the CBC Center was of "great" value to them. Slightly less than half of central administrators and regional administrators indicated that this information source was either of "some" value or "great" value to them.

5. D.C. Teachers' Center (Table 5-G)

   a. Of a total of 101 respondents to this research item across all positions, 51, or 50.5% of them, indicated that the D.C. Teachers' Center was of "some" value to them as an information source. On the other hand, 5 respondents, or 5%, indicated the Center was of "no" value to them.

b. Separated into seven positions, a majority of principals, counselors, resource teachers, and regional administrators regarded the D.C. Teachers' Center as being of "some" value to them. A majority of librarians and central administrators thought that the Teachers' Center was of "great" value to them. Slightly less than half of classroom teachers marked the Center as being either of "some" value or of "great" value.

6. D.C. State Facilitator Project (Table 6-G)

a. Only 50 survey participants responded to this research item. Over all positions, 6, or 12%, thought that this information source was of "no" value; 20, or 40%, thought it had "some" value; and 24, or 48%, of the respondents thought it was of "great" value.

b. Of 18 classroom teachers, 11, or 61.1%, marked that this information source was of "some" value. Of 11 central administrators, 8, or 72.7%, thought the source was of "great" value and of 15 regional administrators, 14, or 93.3%, indicated that the D.C. State Facilitator Project was of "great" value to them. There were too few respondents in the remaining groups to make inference from them.

In addition to the given information sources rated by respondents for Research Question C above, an opportunity was provided for listing additional information centers. Appendix H contains the listing of other information centers identified by the four groups of respondents. The additional sources are grouped according to being DCPS sources, private sources, federal sources, or local sources.

Twenty classroom teachers listed additional sources. Four (20%) teachers mentioned regional resource centers and three (15%) listed the Advisory and Learning Exchange. Nine of the 20 teachers indicated that they used various private sources as their information sources.

Thirty-six support staff (i.e., librarians, counselors, and resource teachers) listed additional information sources. Sixteen (44%) of these other teachers indicated that they relied on information sources within the District Public School system (e.g., regional resource centers and career development centers). Thirty percent of the other teachers mentioned that they used various private sources as their information sources.

Five principals listed additional information centers. Of these five principals, three listed regional resource centers as an additional source.

Thirty central and regional administrators listed additional information sources. Of these, slightly more than half listed sources belonging to the private sector and slightly more than one-fourth listed federal information sources as additional sources.

Across groups, several trends stand out. First, regional resource centers (DCPS source) were mentioned by each group of respondents. Public libraries (local source) were also mentioned by each group. Approximately 40% of the respondents identified additional sources belonging to the private sector, while 30% identified additional sources within the DCPS system. The remaining 30% identified federal (20%) and local sources (10%).

Summary

Across all seven positions, Table 12 ranks the six information sources as to their value. The sources are ranked according to their mean value ratings given in the last column of this table. The means for each source could range from a low of 1 to a high of 3. As shown in this table, all means for all information sources are above 2.0, the mid-point representing "of some value."

Disregarding a respondent's position, a majority of users indicated that university libraries were of greatest value to them as information sources. Following closely behind with the ranked means, a majority of users also ranked public school libraries and the Research Information Center as being of "great" value to them.

As being the fourth and fifth ranked means, the CBC Center and the D.C. Teacher Center were seen by a majority of users as being of "some" value to them. The D.C. State Facilitator Project had the lowest mean across all positions (2.36). A quite high percentage of users (12.0%) marked it as being of "no" value to them.

Table 12

RANKING OF TOTAL PERCENTS AND MEANS FOR THE VALUE OF SIX INFORMATION SOURCES

	Value			
Information Source	None (1)	Some (2)	Great (3)	Ranked Means
University Libraries	1.7%	39.9%	58.3%	2.57
Public School Libraries	2.1%	45.2%	52.7%	2.51
Research Information Center	3.4%	45.5%	51.1%	2.48
CBC Center	2.5%	54.4%	43.2%	2.41
D.C. Teachers' Center	5.0%	50.5%	44.6%	2.40
D.C. State Facilitator Project	12.0%	40.0%	48.0%	2.36

SECTION IV - ASSISTANCE IN JOB-RELATED INFORMATION SEEKING

Section IV attempts to relate how survey respondent groups indicated their needs and potential uses of seven types of assistance that could be offered to them in their job-related information seeking tasks. This section also looks at how the total group of respondents prioritize their need for assistance. Section IV lists seven types of assistance that could be given. Each respondent marked those types he/she needs or would use.

Statistical Analyses

Section IV of the questionnaire was analyzed using contingency table percentages both for within groups and across groups. The percent distributions of yes/no responses for each type of assistance were compared.

Results

Table 1-I through 7-I, which appear in Appendix I, summarize the groups' responses as to their need and use of assistance for job-related information seeking. As listed on the questionnaire, the seven areas of assistance are:

1. Concisely stating my information requests (Table 1-I)

    a. Within each position, over 85% of the respondents indicated they did not need assistance in concisely stating an information request. Within each position, the percentage saying "no" ranged from a low of 85.1% (central administrators) to a high of 93.9% (regional administrators).

    b. Totaled over all positions, less than 10% of the survey respondents indicated they needed or would use assistance on this job-related information seeking task.

2. Collecting and organizing new information (Table 2-I)

   a. Within each of the seven positions, a majority of respondents indicated they did not need and would not use assistance in collecting and organizing new information. Within each group, the percentage indicating "no" assistance needed ranged from a low of 52.2% for counselors to a high of 74.1% for classroom teachers.

   b. Approximately two-thirds of these responding as a total group indicated they did not need or would not use this type of assistance.

3. Translating my problems into informational and resource needs (Table 3-I)

   a. Within each position, a minimum of 65% of the respondents indicated they did not need or would not use this type of assistance for job-related information seeking tasks. Within each position, the percentage indicating "no" assistance needed ranged from a low of 65.2% (counselors) to a high of 92.3% (librarians).

   b. Seventy-seven percent of the respondents as a total group indicated they did not need or would not use this type of assistance.

4. Increasing my awareness of available information services (Table 4-I)

   a. Within each position, a majority of respondents indicated that they needed and would use this type of assistance. Within each position, the percentages indicating "yes" assistance is needed ranged from a low of 55.4% for central administrators to a high of 77.2% for resource teachers.

   b. As a total group, 63.6% of the respondents indicated that they needed and would use assistance in increasing awareness of available information services.

5. Installing a new procedure or practice (Table 5-I)

   a. Within each position, a majority of survey respondents indicated they did not need or would not use this type of assistance. Within each position, the percentages indicating "no" assistance needed ranged from a low of 69.6% for counselors to a high of 84.8% for regional administrators.

   b. As a total group, approximately 80% of the respondents indicated that they did not need and would not use assistance in installing a new procedure or practice.

6. Interpreting and using information (Table 6-I)

   a. Within each position, over 75% of the respondents indicated that they did not need or would not use assistance in interpreting and using information. Within each position, the percentages indicating "no" assistance ranged from a low of 75.4% (resource teachers) to a high of 93.9% (regional administrators).

   b. As a total group, slightly over 80% of the respondents indicated that they did not need and would not use this type of assistance.

7. Referring me to other helpful resource centers (Table 7-I)

   a. Excluding principals, a majority of the six remaining positions indicated that they had a need and would use this type of assistance. The majority of principals indicated they did not need this assistance. Excluding librarians, the percentage of respondents was fairly evenly divided between "yes" (needs assistance) and "no" (does not need assistance). Eighty percent of the librarians marked that they could use this type of assistance in locating helpful resource centers.

   b. As a total group, slightly more than half of the respondents (57.1%) indicated that they needed this type of assistance.

Section IV of the questionnaire asked respondents to list additional types of assistance that were needed and would be used, if available. Below are summarized the additional types of assistance given by classroom teachers:

- The establishment of more in-service courses and workshops. There needs to be a concerted effort to bring together individuals and facilities that have common concerns. Possible topics for in-service courses include: Classroom management, proposal writing, and the relationship of psychology of education and cognitive development. (n = 4)
- Assistance in securing equipment and other needed materials. (n = 4)
- Time release so teachers can take advantage of various resource facilities. (n = 2)
- Assistance by the Personnel Office for teachers desiring to change in area of certification. (n = 1)

Four additional types of assistance or needs given by librarians, counselors, and resource teachers include:

- Identification of funding sources (fellowships) and assistance in proposal writing. (n = 1)
- Assistance in the implementation and utilization of relevant information when change is necessary. (n = 1)
- Need for regional resource centers and libraries for counselors. (n = 1)
- Need for efficient and clear methods of copying information for both children and parents.

Only one principal mentioned an additional need in Section IV. The need was identification of funding sources (both federal and private) and assistance in proposal writing.

The group of central and regional administrators specified several needs not listed on the questionnaire. In summary, they were:

- Identification of an effective dissemination process or network of resource facilities so administrators can keep abreast of new and relevant information. (n = 4)
- Distribution of periodicals showing new sources of research information and documents in RIC. (n = 2)
- Identification of information systems and clearinghouses. (n = 1)
- Establishment of professional discussions between offices on relevant issues. (n = 1)
- Assistance in proposal writing and preparation. (n = 1)
- A need to research the relationship of community education to improvement of the life style of D.C. residents. (n = 1)

Summary

Table 13 rank orders the percentage of respondents across positions needing assistance for job-related information seeking. The percentages range from a high of 63.6% of the respondents indicating they need and would use assistance in increasing awareness of available information services to a low of only 9.7% of the respondents indicating they need assistance in concisely stating information requests.

Table 13

RANK ORDER OF ASSISTANCE NEEDED
FOR JOB-RELATED INFORMATION SEEKING

Types of Assistance Needed	% Yes
Increasing awareness of available information services	63.6%
. Referring respondent to helpful resource centers	57.1%
. Collecting and organizing new information	31.4%
. Translating problems into informational and resource needs	22.7%
. Installing a new procedure or practice	20.8%
. Interpreting and using information	16.9%
. Concisely stating information requests	9.7%

SECTION V - COMMENTS

Section V permitted respondents to comment on any aspect related to the questionnaire. Classroom teachers had several comments to make. They were:

- It would be helpful if regular, citywide departmental meetings across the different schools were held to discuss new ideas and techniques in respective fields. Related to this is a need for disseminating procedures allowing teachers throughout the system to be made more aware of programs in regions other than their own. One teacher commended his/her school administrators for either directly making resource information available or securing educators who specialize in the various areas of concern. (n = 4)

- Many classroom teachers are seeking innovative instructional techniques. The problem comes in the implementation of new courses. With this comes a lack of equipment, supplies, and support in following through. (n = 2)

- Additional services should be rendered to teachers placed in new positions. One particular teacher asked for assistance in setting up a teacher resource center concerning CBC and testing information within his/her school. (n = 2)

- There is a need for career orientation information on the junior high level. The information should include some sort of alternative for the junior high student with educational difficulties. (n = 1)

- Teachers need improved classroom management and/or discipline techniques. Workshops including parents, teachers, and students could be useful. (n = 1)

Librarians, counselors, and resource teachers specified several needs related to the purposes (some general, others more specific) of this study. They were:

- Information sources, such as Regional Resource Centers, are adequate, but the hours of resource centers are not conducive to teacher use. (n = 1)
- More funds need to be channeled to the students for books and other educational materials. (n = 1)
- Courses in sensitivity training, simulation games, decision-making seminars, trips, and media-related experiences should be offered school personnel. (n = 1)
- Many companies offer free or inexpensive materials for teachers. A listing or resource file of these companies and their materials would be useful. (n = 1)
- Counselors will be receiving a State Plan and Handbook for use with the principal, teachers, parents, and students. This will be a great help with communication and information needs. (n = 1)
- Researching and organizing data for the Academically Talented Program is a definite need. (n = 1)

Only one principal responded to Section V of the questionnaire. This one principal requested discussions with educators in other school systems. The school system should make organized efforts to have administrators visit other schools in systems within and outside of the D.C. metropolitan area.

The group of regional and central administrators had several comments to make in Section V. In summary, they were:

- Administrators need assistance in conducting/processing adverse actions, in handling employee grievances, in negotiations of employee work contracts, in improving community relations, and in developing subordinate personnel. (n = 2)

- RIC has been helpful in providing information. (n = 1)

- There is a need for assistance in researching the status of various instructional programs and procedures. (n = 1)

- One administrator was specific in reminding administrators of the important role that speech, hearing, and languages play in the overall academic process. (n = 1)

APPENDIX A

QUESTIONNAIRE SURVEY

District of Columbia Public Schools

INFORMATION NEEDS AND USES

A Survey of Educators
in the D.C. Public Schools

The D.C. Public Schools Dissemination Task Force is presently reviewing the need, flow and use of information intended to improve the practices of its educators. This questionnaire is designed to solicit your thoughts concerning your need for and use of the best available current information in the past school year with regard to your professional responsibilities.

Background information: Please put a check to the right of the appropriate response.

Name: _____ School or Office: _____

Position:

- Principal ___
- Librarian ___
- Counselor ___
- Classroom Teacher ___
- Resource Teacher ___
- Central Adm. ___
- Regional Adm. ___
- Other ___
  - Specify _____

Educational Level:

- Less than bachelor's degree ___
- Bachelor's degree or equiv. ___
- Master's degree ___
- Doctorate degree ___
- Post graduate ___

Professional experience in education:

- 0 - 2 years ___
- 3 - 5 years ___
- 6 - 9 years ___
- 10 years + ___

Years experience in present system:

- 0 - 2 years ___
- 3 - 5 years ___
- 6 - 9 years ___
- 10 years + ___

1. Please share with us your experiences during the past school year with regard to information needs and obtainment. Check in the left response column your frequency of need for information and in the right column your frequency of success in securing the needed information.

FREQUENCY OF NEED					SITUATION/OCCASION/TASK	FREQUENCY OF SUCCESS IN OBTAINING NEEDED INFORMATION				
Frequently	Fairly Often	Occasionally	Rarely	Never		Frequently	Fairly Often	Occasionally	Rarely	Never
					Developing daily lesson plans					
					Writing proposals					
					Developing or revising curriculum					
					Formulating policy recommendations					
					Carrying out committee assignment					
					Developing rules/regulations					
					Writing or revising curriculum guide					
					Planning/conducting inservice					
					Designing new instructional programs					
					Developing rationale/position statement					
					Preparing speech/presentation/ article					
					Updating teaching/instructional methods and techniques					
					Securing innovative ideas for improvement					
					Conducting research for academic course work or degree					
					Investigating promising programs/ practices					
					Identifying exemplary administrative/management practices					
					Seeking improved classroom management and/or discipline techniques					
					Other (specify) _____					

II. In this section we need to know the sources on which you depend for securing new ideas and knowledge in connection with your professional responsibilities. Please tell us to what extent you rely on each of the following sources for this purpose.

	Extensive	Considerable	Limited	Very Little	Not At All
Discussions with teachers in your school/school system					
Discussions with administrators/ supervisors in your school/ school system					
Reading professional journals/ publications					
Attending meetings sponsored by professional organizations/ associations					
Attending meetings/conferences/ workshops					
Informal contacts with university/ college faculty					
Participating in school system professional development (inservice) experiences					
Discussions with educators in other school systems					
Enrolling in college/university courses and/or special workshops					
Discussions with consultants					
Using information centers					
Using school and public libraries					

IV. We are interested in knowing your experience with information sources. Please indicate by checking in the appropriate columns the following: your familiarity with the source; your use of the source; and the value of the source to you.

Source	Familiar with		Have used		If used, the value to me was:		
	Yes	No	Yes	No	Great	Some	None
Research Info. Center (RIC)							
Public School Libraries							
Univ. Libraries							
CBC Center							
D.C. Teacher's Center							
D.C. State Facilitator Project							
Other Info. Ctrs. (specify)							

V. Listed below are types of assistance that could be offered to you in your job-related information seeking. Please check those types of assistance you need and would use, if available.

I could use assistance in:

_____ concisely stating my information requests
_____ collecting and organizing new information
_____ translating my problems into informational and resource needs
_____ increasing my awareness of available information services
_____ installing a new procedure or practice
_____ interpreting and using information
_____ referring me to other helpful resource centers

Are there other needs? Please specify.

VI. In the space provided below, please elaborate on any question included in the questionnaire. However, be sure to indicate the number of the question before your narrative.

THANK YOU FOR YOUR ASSISTANCE.

Prepared by
Dissemination Project
Division of Research and Evaluation
September 1979

APPENDIX B

FREQUENCY OF NEED FOR INFORMATION

Table 1-B

FREQUENCY OF NEED FOR INFORMATION ON DEVELOPING DAILY LESSON PLANS

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	12	7	5	3	4
Percent	38.7%	22.6%	16.1%	9.7%	12.9%
Librarian					
Number	4	6	7	1	6
Percent	16.7%	25.0%	29.2%	4.2%	25.0%
Counselor					
Number	5	7	2	3	1
Percent	27.8%	38.9%	11.1%	16.7%	5.6%
Classroom Teacher					
Number	50	29	31	17	54
Percent	27.6%	16.0%	17.1%	9.4%	29.8%
Resource Teacher					
Number	12	15	3	3	16
Percent	24.5%	30.6%	6.1%	6.1%	32.7%
Central Administrator					
Number	35	6	2	1	0
Percent	79.5%	13.6%	4.5%	2.3%	0.0%
Regional Administrator					
Number	10	6	5	0	4
Percent	40.0%	24.0%	20.0%	0.0%	16.0%

Position	Mean
Principal	2.35
Librarian	2.96
Counselor	2.33
Classroom Teacher	2.98
Resource Teacher	2.92
Central Administrator	1.30
Regional Administrator	2.28

Table 2-B

FREQUENCY OF NEED FOR INFORMATION IN WRITING PROPOSALS

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	6	9	12	4	3
Percent	17.6%	26.5%	35.3%	11.8%	8.8%
Librarian					
Number	5	2	13	2	2
Percent	20.8%	8.3%	54.2%	8.3%	8.3%
Counselor					
Number	9	5	4	1	0
Percent	47.4%	26.3%	21.1%	5.3%	0.0%
Classroom Teacher					
Number	83	35	35	9	10
Percent	48.3%	20.3%	20.3%	5.2%	5.8%
Resource Teacher					
Number	21	9	10	2	2
Percent	47.7%	20.5%	22.7%	4.5%	4.5%
Central Administrator					
Number	14	6	21	10	10
Percent	23.0%	9.8%	34.4%	16.4%	16.4%
Regional Administrator					
Number	2	10	13	0	3
Percent	7.1%	35.7%	46.4%	0.0%	10.7%

Position	Mean
Principal	2.68
Librarian	2.75
Counselor	1.84
Classroom Teacher	2.00
Resource Teacher	1.98
Central Administrator	2.93
Regional Administrator	2.71

Table 3-B

FREQUENCY OF NEED FOR INFORMATION ON DEVELOPING OR REVISING CURRICULUM

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	5	3	9	11	5
Percent	15.2%	9.1%	27.3%	33.3%	15.2%
Librarian					
Number	3	4	9	8	0
Percent	12.5%	16.7%	37.5%	33.3%	0.0%
Counselor					
Number	8	6	6	0	1
Percent	38.1%	28.6%	28.6%	0.0%	4.8%
Classroom Teacher					
Number	59	30	46	24	16
Percent	33.7%	17.1%	26.3%	13.7%	9.1%
Resource Teacher					
Number	8	11	17	7	6
Percent	16.3%	22.4%	34.7%	14.3%	12.2%
Central Administrator					
Number	31	4	12	3	2
Percent	59.6%	7.7%	23.1%	5.8%	3.8%
Regional Administrator					
Number	6	8	7	3	2
Percent	23.1%	30.8%	26.9%	11.5%	7.7%

Position	Mean
Principal	3.24
Librarian	2.92
Counselor	2.05
Classroom Teacher	2.47
Resource Teacher	2.84
Central Administrator	1.87
Regional Administrator	2.50

Table 4-B

FREQUENCY OF NEED FOR INFORMATION ON FORMULATING POLICY RECOMMENDATIONS

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	2	4	14	7	7
Percent	5.9%	11.8%	41.2%	20.6%	20.6%
Librarian					
Number	6	3	7	5	1
Percent	27.3%	13.6%	31.8%	22.7%	4.5%
Counselor					
Number	7	8	2	1	2
Percent	35.0%	40.0%	10.0%	5.0%	10.0%
Classroom Teacher					
Number	64	32	50	17	8
Percent	37.4%	18.7%	29.2%	9.9%	4.7%
Resource Teacher					
Number	10	14	11	5	1
Percent	24.4%	34.1%	26.8%	12.2%	2.4%
Central Administrator					
Number	6	7	26	14	14
Percent	9.0%	10.4%	38.8%	20.9%	20.9%
Regional Administrator					
Number	2	3	13	4	7
Percent	6.9%	10.3%	44.8%	13.8%	24.1%

Position	Mean
Principal	3.38
Librarian	2.64
Counselor	2.15
Classroom Teacher	2.26
Resource Teacher	2.34
Central Administrator	3.34
Regional Administrator	3.38

Table 5-B

FREQUENCY OF NEED FOR INFORMATION ON CARRYING OUT COMMITTEE ASSIGNMENT

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	1	6	4	11	12
Percent	2.9%	17.6%	11.8%	32.4%	35.3%
Librarian					
Number	6	2	8	3	6
Percent	24.0%	8.0%	32.0%	12.0%	24.0%
Counselor					
Number	2	5	4	5	3
Percent	10.5%	26.3%	21.1%	26.3%	15.8%
Classroom Teacher					
Number	30	20	56	33	40
Percent	16.8%	11.2%	31.3%	18.4%	22.3%
Resource Teacher					
Number	5	4	10	16	15
Percent	10.0%	8.0%	20.0%	32.0%	30.0%
Central Administrator					
Number	7	3	20	14	18
Percent	11.3%	4.8%	32.3%	22.6%	29.0%
Regional Administrator					
Number	0	0	5	9	13
Percent	0.0%	0.0%	18.5%	33.3%	48.1%

Position	Mean
Principal	3.79
Librarian	3.04
Counselor	3.11
Classroom Teacher	3.18
Resource Teacher	3.64
Central Administrator	3.53
Regional Administrator	4.30

Table 6-B

FREQUENCY OF NEED FOR INFORMATION ON DEVELOPING RULES/REGULATIONS

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	4	7	4	10	12
Percent	10.8%	18.9%	10.8%	27.0%	32.4%
Librarian					
Number	3	3	10	7	1
Percent	12.5%	12.5%	41.7%	29.2%	4.2%
Counselor					
Number	5	5	4	3	2
Percent	26.3%	26.3%	21.1%	15.8%	10.5%
Classroom Teacher					
Number	41	32	41	33	26
Percent	23.7%	18.5%	23.7%	19.1%	15.0%
Resource Teacher					
Number	8	10	9	12	10
Percent	16.3%	20.4%	18.4%	24.5%	20.4%
Central Administrator					
Number	16	6	20	12	10
Percent	25.0%	9.4%	31.3%	18.8%	15.6%
Regional Administrator					
Number	0	4	14	3	5
Percent	0.0%	15.4%	53.8%	11.5%	19.2%

Position	Mean
Principal	3.51
Librarian	3.00
Counselor	2.58
Classroom Teacher	2.83
Resource Teacher	3.12
Central Administrator	2.91
Regional Administrator	3.35

Table 7-B

FREQUENCY OF NEED FOR INFORMATION ON WRITING OR REVISING CURRICULUM GUIDE

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	8	12	11	4	0
Percent	22.9%	34.3%	31.4%	11.4%	0.0%
Librarian					
Number	10	4	4	5	0
Percent	43.5%	17.4%	17.4%	21.7%	0.0%
Counselor					
Number	12	6	2	0	0
Percent	60.0%	30.0%	10.0%	0.0%	0.0%
Classroom Teacher					
Number	84	27	35	19	13
Percent	47.2%	15.2%	19.7%	10.7%	7.3%
Resource Teacher					
Number	16	11	12	6	5
Percent	32.0%	22.0%	24.0%	12.0%	10.0%
Central Administrator					
Number	36	5	8	6	1
Percent	64.3%	8.9%	14.3%	10.7%	1.8%
Regional Administrator					
Number	10	5	6	1	1
Percent	43.5%	21.7%	26.1%	4.3%	4.3%

Position	Mean
Principal	2.31
Librarian	2.17
Counselor	1.50
Classroom Teacher	2.16
Resource Teacher	2.46
Central Administrator	1.77
Regional Administrator	2.04

Table 8-B

FREQUENCY OF NEED FOR INFORMATION ON PLANNING/CONDUCTING INSERVICE

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	0	4	12	8	12
Percent	0.0%	11.1%	33.3%	22.2%	33.3%
Librarian					
Number	1	4	11	6	2
Percent	4.2%	16.7%	45.8%	25.0%	8.3%
Counselor					
Number	5	5	10	1	1
Percent	22.7%	22.7%	45.5%	4.5%	4.5%
Classroom Teacher					
Number	68	35	47	15	10
Percent	38.9%	20.0%	26.9%	8.6%	5.7%
Resource Teacher					
Number	10	9	13	13	5
Percent	20.0%	18.0%	26.0%	26.0%	10.0%
Central Administrator					
Number	13	3	20	10	17
Percent	20.6%	4.8%	31.7%	15.9%	27.0%
Regional Administrator					
Number	1	2	4	2	20
Percent	3.4%	6.9%	13.8%	6.9%	69.0%

Position	Mean
Principal	3.78
Librarian	3.17
Counselor	2.45
Classroom Teacher	2.22
Resource Teacher	2.88
Central Administrator	3.24
Regional Administrator	4.31

Table 9-D

FREQUENCY OF NEED FOR INFORMATION ON DESIGNING NEW INSTRUCTIONAL PROGRAMS

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	2	7	16	6	5
Percent	5.6%	19.4%	44.4%	16.7%	13.9%
Librarian					
Number	3	3	10	1	5
Percent	13.6%	13.6%	45.5%	4.5%	22.7%
Counselor					
Number	8	5	6	0	1
Percent	40.0%	25.0%	30.0%	0.0%	5.0%
Classroom Teacher					
Number	60	39	42	19	16
Percent	34.1%	22.2%	23.9%	10.8%	9.1%
Resource Teacher					
Number	13	9	17	7	2
Percent	27.1%	18.8%	35.4%	14.6%	4.2%
Central Administrator					
Number	29	5	9	6	7
Percent	51.8%	8.9%	16.1%	10.7%	12.5%
Regional Administrator					
Number	2	3	8	12	3
Percent	7.1%	10.7%	28.6%	42.9%	10.7%

Position	Mean
Principal	3.14
Librarian	3.09
Counselor	2.05
Classroom Teacher	2.39
Resource Teacher	2.50
Central Administrator	2.23
Regional Administrator	3.39

Table 10-B

FREQUENCY OF NEED FOR INFORMATION ON DEVELOPING RATIONALE/POSITION STATEMENT

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	5	9	10	9	3
Percent	13.9%	25.0%	27.8%	25.0%	8.3%
Librarian					
Number	5	4	9	2	3
Percent	21.7%	17.4%	39.1%	8.7%	13.0%
Counselor					
Number	10	5	5	0	0
Percent	50.0%	25.0%	25.0%	0.0%	0.0%
Classroom Teacher					
Number	78	38	33	13	4
Percent	47.0%	22.9%	19.9%	7.8%	2.4%
Resource Teacher					
Number	19	10	9	6	1
Percent	42.2%	22.2%	20.0%	13.3%	2.2%
Central Administrator					
Number	8	5	21	21	10
Percent	12.3%	7.7%	32.3%	32.3%	15.4%
Regional Administrator					
Number	1	3	10	8	7
Percent	3.4%	10.3%	34.5%	27.6%	24.1%

Position	Mean
Principal	2.89
Librarian	2.74
Counselor	1.75
Classroom Teacher	1.96
Resource Teacher	2.11
Central Administrator	3.31
Regional Administrator	3.59

Table 11-B

FREQUENCY OF NEED FOR INFORMATION ON PREPARING SPEECH/PRESENTATION/ARTICLE

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	5	10	6	13	2
Percent	13.9%	27.8%	16.7%	36.1%	5.6%
Librarian					
Number	4	6	9	1	3
Percent	17.4%	26.1%	39.1%	4.3%	13.0%
Counselor					
Number	7	6	5	0	3
Percent	33.3%	28.6%	23.8%	0.0%	14.3%
Classroom Teacher					
Number	75	47	37	12	8
Percent	41.9%	26.3%	20.7%	6.7%	4.5%
Resource Teacher					
Number	16	15	9	6	6
Percent	30.8%	28.8%	17.3%	11.5%	11.5%
Central Administrator					
Number	6	7	31	12	10
Percent	9.1%	10.6%	47.3%	18.2%	15.2%
Regional Administrator					
Number	1	1	8	7	13
Percent	3.3%	3.3%	26.7%	23.3%	43.3%

Position	Mean
Principal	2.92
Librarian	2.70
Counselor	2.33
Classroom Teacher	2.06
Resource Teacher	2.44
Central Administrator	3.20
Regional Administrator	4.00

Table 12-B

FREQUENCY OF NEED FOR INFORMATION ON UPDATING TEACHING/INSTRUCTIONAL METHODS AND TECHNIQUES

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	1	3	6	13	10
Percent	3.0%	9.1%	18.2%	39.4%	30.3%
Librarian					
Number	1	0	6	11	5
Percent	4.3%	0.0%	26.1%	47.8%	21.7%
Counselor					
Number	5	1	6	4	3
Percent	26.3%	5.3%	31.6%	21.1%	15.8%
Classroom Teacher					
Number	14	20	52	45	51
Percent	7.7%	11.0%	28.6%	24.7%	28.0%
Resource Teacher					
Number	3	6	12	11	19
Percent	5.9%	11.8%	23.5%	21.6%	37.3%
Central Administrator					
Number	31	5	6	5	8
Percent	56.4%	9.1%	10.9%	9.1%	14.5%
Regional Administrator					
Number	5	1	1	7	13
Percent	18.5%	3.7%	3.7%	25.9%	48.1%

Position	Mean
Principal	3.85
Librarian	3.83
Counselor	2.95
Classroom Teacher	3.54
Resource Teacher	3.73
Central Administrator	2.16
Regional Administrator	3.81

Table 13-B

FREQUENCY OF NEED FOR INFORMATION ON SECURING INNOVATIVE IDEAS FOR IMPROVEMENT

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	1	2	8	15	11
Percent	2.7%	5.4%	21.6%	40.5%	29.7%
Librarian					
Number	0	0	7	11	7
Percent	0.0%	0.0%	28.0%	44.0%	28.0%
Counselor					
Number	0	1	8	6	5
Percent	0.0%	5.0%	40.0%	30.0%	25.0%
Classroom Teacher					
Number	8	12	62	59	42
Percent	4.4%	6.6%	33.9%	32.2%	23.0%
Resource Teacher					
Number	1	0	18	14	16
Percent	2.0%	0.0%	36.7%	28.6%	32.7%
Central Administrator					
Number	8	4	19	14	17
Percent	12.9%	6.5%	30.6%	22.6%	27.4%
Regional Administrator					
Number	0	1	4	11	15
Percent	0.0%	3.2%	12.9%	35.5%	48.4%

Position	Mean
Principal	3.89
Librarian	4.00
Counselor	3.75
Classroom Teacher	3.63
Resource Teacher	3.90
Central Administrator	3.45
Regional Administrator	4.29

Table 14-B

FREQUENCY OF NEED FOR INFORMATION ON CONDUCTING RESEARCH FOR ACADEMIC COURSE WORK OR DEGREE

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	11	6	12	5	3
Percent	29.7%	16.2%	32.4%	13.5%	8.1%
Librarian					
Number	6	2	6	3	4
Percent	28.6%	9.5%	28.6%	14.3%	19.0%
Counselor					
Number	5	4	6	3	1
Percent	26.3%	21.1%	31.6%	15.8%	5.3%
Classroom Teacher					
Number	39	30	43	41	30
Percent	21.3%	16.4%	23.5%	22.4%	16.4%
Resource Teacher					
Number	7	9	17	9	9
Percent	13.7%	17.6%	33.3%	17.6%	17.6%
Central Administrator					
Number	21	11	9	10	8
Percent	35.6%	18.6%	15.3%	16.9%	13.6%
Regional Administrator					
Number	5	8	7	3	6
Percent	17.2%	27.6	24.1%	10.3%	20.7%

Position	Mean
Principal	2.54
Librarian	2.86
Counselor	2.53
Classroom Teacher	2.96
Resource Teacher	3.08
Central Administrator	2.54
Regional Administrator	2.90

Table 15-B

FREQUENCY OF NEED FOR INFORMATION ON INVESTIGATING PROMISING PROGRAMS/PRACTICES

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	0	5	18	9	4
Percent	0.0%	13.9%	50.0%	25.0%	11.1%
Librarian					
Number	1	4	7	5	5
Percent	4.5%	18.2%	31.8%	22.7%	22.7%
Counselor					
Number	4	5	9	2	1
Percent	19.0%	23.8%	42.9%	9.5%	4.8%
Classroom Teacher					
Number	36	24	66	36	17
Percent	20.1%	13.4%	36.9%	20.1%	9.5%
Resource Teacher					
Number	11	10	17	8	4
Percent	22.0%	20.0%	34.0%	16.0%	8.0%
Central Administrator					
Number	10	6	16	12	21
Percent	15.4%	9.2%	24.6%	18.5%	32.3%
Regional Administrator					
Number	0	3	9	8	9
Percent	0.0%	10.3%	31.0%	27.6%	31.0%

Position	Mean
Principal	3.33
Librarian	3.41
Counselor	2.57
Classroom Teacher	2.85
Resource Teacher	2.68
Central Administrator	3.43
Regional Administrator	3.79

Table 16-B

FREQUENCY OF NEED FOR IDENTIFYING EXEMPLARY ADMINISTRATIVE/MANAGEMENT PRACTICES

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	3	5	6	12	10
Percent	8.3%	13.9%	16.7%	33.3%	27.8%
Librarian					
Number	5	5	6	1	2
Percent	26.3%	26.3%	31.6%	5.3%	10.5%
Counselor					
Number	9	4	5	1	0
Percent	47.4%	21.1%	26.3%	5.3%	0.0%
Classroom Teacher					
Number	74	27	34	23	8
Percent	44.6%	16.3%	20.5%	13.9%	4.8%
Resource Teacher					
Number	24	10	3	5	4
Percent	52.2%	21.7%	6.5%	10.9%	8.7%
Central Administrator					
Number	11	8	18	15	10
Percent	17.7%	12.9%	29.0%	24.2%	16.1%
Regional Administrator					
Number	2	5	11	5	7
Percent	6.7%	16.7%	36.7%	16.7%	23.3%

Position	Mean
Principal	3.58
Librarian	2.47
Counselor	1.89
Classroom Teacher	2.18
Resource Teacher	2.02
Central Administrator	3.08
Regional Administrator	3.33

Table 17-B

FREQUENCY OF NEED FOR SEEKING IMPROVED CLASSROOM MANAGEMENT AND/OR DISCIPLINE TECHNIQUES

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	1	4	6	13	13
Percent	2.7%	10.8%	16.2%	35.1%	35.1%
Librarian					
Number	2	0	8	8	5
Percent	8.7%	0.0%	34.8%	34.8%	21.7%
Counselor					
Number	0	1	7	5	6
Percent	0.0%	5.3%	36.8%	26.3%	31.6%
Classroom Teacher					
Number	18	26	56	33	56
Percent	9.5%	13.8%	29.6%	17.5%	29.6%
Resource Teacher					
Number	2	7	16	8	18
Percent	3.9%	13.7%	31.4%	15.7%	35.3%
Central Administrator					
Number	29	10	5	3	8
Percent	52.7%	18.2%	9.1%	5.5%	14.5%
Regional Administrator					
Number	1	3	4	9	12
Percent	3.4%	10.3%	13.8%	31.0%	41.4%

Position	Mean
Principal	3.89
Librarian	3.61
Counselor	3.84
Classroom Teacher	3.44
Resource Teacher	3.65
Central Administrator	2.11
Regional Administrator	3.97

APPENDIX C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION

Table 1-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON DEVELOPING DAILY LESSON PLANS

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	5	2	2	7	7
Percent	21.7%	8.7%	8.7%	30.4%	30.4%
Librarian					
Number	3	1	2	4	12
Percent	13.6%	4.5%	9.1%	18.2%	54.5%
Counselor					
Number	1	3	2	3	5
Percent	7.1%	21.4%	14.3%	21.4%	35.7%
Classroom Teacher					
Number	17	11	10	29	82
Percent	11.4%	7.4%	6.7%	19.5%	55.0%
Resource Teacher					
Number	7	4	5	7	17
Percent	17.5%	10.0%	12.5%	17.5%	42.5%
Central Administrator					
Number	16	3	1	2	2
Percent	66.7%	12.5%	4.2%	8.3%	8.3%
Regional Administrator					
Number	7	2	2	1	8
Percent	35.0%	10.0%	10.0%	5.0%	40.0%

Position	Mean
Principal	3.39
Librarian	3.95
Counselor	3.57
Classroom Teacher	3.99
Resource Teacher	3.58
Central Administrator	1.79
Regional Administrator	3.05

Table 2-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON WRITING PROPOSALS

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	1	9	6	9	2
Percent	3.7%	33.3%	22.2%	33.3%	7.4%
Librarian					
Number	2	1	7	5	5
Percent	10.0%	5.0%	35.0%	25.0%	25.0%
Counselor					
Number	5	3	3	0	1
Percent	41.7%	25.0%	25.0%	0.0%	8.3%
Classroom Teacher					
Number	54	21	18	13	13
Percent	45.4%	17.6%	15.1%	10.9%	10.9%
Resource Teacher					
Number	13	10	6	4	3
Percent	36.1%	27.8%	16.7%	11.1%	8.3%
Central Administrator					
Number	7	3	6	17	17
Percent	14.0%	6.0%	12.0%	34.0%	34.0%
Regional Administrator					
Number	2	2	7	9	6
Percent	7.7%	7.7%	26.9%	34.6%	23.1%

Position	Mean
Principal	3.07
Librarian	3.50
Counselor	2.08
Classroom Teacher	2.24
Resource Teacher	2.28
Central Administrator	3.68
Regional Administrator	3.58

Table 3-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON DEVELOPING OR REVISING CURRICULUM

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	2	4	9	12	5
Percent	6.3%	12.5%	28.1%	37.5%	15.6%
Librarian					
Number	2	2	3	8	6
Percent	9.5%	9.5%	14.3%	38.1%	28.6%
Counselor					
Number	1	4	5	3	1
Percent	7.1%	28.6%	35.7%	21.4%	7.1%
Classroom Teacher					
Number	32	22	27	30	29
Percent	22.9%	15.7%	19.3%	21.4%	20.7%
Resource Teacher					
Number	6	8	11	9	8
Percent	14.3%	19.0%	26.2%	21.4%	19.0%
Central Administrator					
Number	16	2	3	9	3
Percent	48.5%	6.1%	9.1%	27.3%	9.1%
Regional Administrator					
Number	6	1	4	3	6
Percent	30.0%	5.0%	20.0%	15.0%	30.0%

Position	Mean
Principal	3.44
Librarian	3.67
Counselor	2.93
Classroom Teacher	3.01
Resource Teacher	3.12
Central Administrator	2.42
Regional Administrator	3.10

Table 4-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON FORMULATING POLICY RECOMMENDATIONS

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	0	3	11	12	6
Percent	0.0%	9.4%	34.4%	37.5%	18.8%
Librarian					
Number	3	4	3	7	2
Percent	15.8%	21.1%	15.8%	36.8%	10.5%
Counselor					
Number	2	7	2	3	0
Percent	14.3%	50.0%	14.3%	21.4%	0.0%
Classroom Teacher					
Number	35	24	30	25	24
Percent	25.4%	17.4%	21.7%	18.1%	17.4%
Resource Teacher					
Number	7	7	9	11	2
Percent	19.4%	19.4%	25.0%	30.6%	5.6%
Central Administrator					
Number	3	4	15	25	14
Percent	4.9%	6.6%	24.6%	41.0%	23.0%
Regional Administrator					
Number	2	2	8	10	6
Percent	7.1%	7.1%	28.6%	35.7%	21.4%

Position	Mean
Principal	3.66
Librarian	3.05
Counselor	2.43
Classroom Teacher	2.85
Resource Teacher	2.83
Central Administrator	3.70
Regional Administrator	3.57

Table 5-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON CARRYING OUT COMMITTEE ASSIGNMENTS

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	1	3	5	14	11
Percent	2.9%	8.8%	14.7%	41.2%	32.4%
Librarian					
Number	3	1	4	5	9
Percent	13.6%	4.5%	18.2%	22.7%	40.9%
Counselor					
Number	0	2	3	5	8
Percent	0.0%	11.1%	16.7%	27.8%	44.4%
Classroom Teacher					
Number	12	7	31	60	53
Percent	7.4%	4.3%	19.0%	36.8%	32.5%
Resource Teacher					
Number	2	2	10	10	20
Percent	4.5%	4.5%	22.7%	22.7%	45.5%
Central Administrator					
Number	4	2	6	22	22
Percent	7.1%	3.6%	10.7%	39.3%	39.3%
Regional Administrator					
Number	0	0	3	10	12
Percent	0.0%	0.0%	12.0%	40.0%	48.0%

Position	Mean
Principal	3.91
Librarian	3.73
Counselor	4.06
Classroom Teacher	3.83
Resource Teacher	4.00
Central Administrator	4.00
Regional Administrator	4.36

Table 6-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON DEVELOPING RULES/REGULATIONS

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	1	2	7	9	14
Percent	3.0%	6.1%	21.2%	27.3%	42.4%
Librarian					
Number	1	3	7	6	5
Percent	4.5%	13.6%	31.8%	27.3%	22.7%
Counselor					
Number	1	2	1	8	3
Percent	6.7%	13.3%	6.7%	53.3%	20.0%
Classroom Teacher					
Number	18	23	35	42	38
Percent	11.5%	14.7%	22.4%	26.9%	24.4%
Resource Teacher					
Number	4	11	10	9	7
Percent	9.8%	26.8%	24.4%	22.0%	17.1%
Central Administrator					
Number	11	4	6	21	14
Percent	19.6%	7.1%	10.7%	37.5%	25.0%
Regional Administrator					
Number	0	2	11	9	4
Percent	0.0%	7.7%	42.3%	34.6%	15.4%

Position	Mean
Principal	4.00
Librarian	3.50
Counselor	3.67
Classroom Teacher	3.38
Resource Teacher	3.10
Central Administrator	3.41
Regional Administrator	3.58

Table 7-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON WRITING OR REVISING CURRICULUM GUIDE

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	3	10	6	7	4
Percent	10.0%	33.3%	20.0%	23.3%	13.3%
Librarian					
Number	4	2	6	4	1
Percent	23.5%	11.8%	35.3%	23.5%	5.9%
Counselor					
Number	3	5	2	1	0
Percent	27.3%	45.5%	18.2%	9.1%	0.0%
Classroom Teacher					
Number	48	22	26	25	19
Percent	34.3%	15.7%	18.6%	17.9%	13.6%
Resource Teacher					
Number	10	9	9	9	4
Percent	24.4%	22.0%	22.0%	22.0%	9.8%
Central Administrator					
Number	18	1	3	12	3
Percent	48.6%	2.7%	8.1%	32.4%	8.1%
Regional Administrator					
Number	8	4	6	2	2
Percent	36.4%	18.2%	27.3%	9.1%	9.1%

Position	Mean
Principal	2.97
Librarian	2.76
Counselor	2.09
Classroom Teacher	2.61
Resource Teacher	2.71
Central Administrator	2.49
Regional Administrator	2.36

Table 8-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON PLANNING/CONDUCTING INSERVICE

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	0	5	8	8	16
Percent	0.0%	13.5%	21.6%	21.6%	43.2%
Librarian					
Number	0	1	6	9	9
Percent	0.0%	4.0%	24.0%	36.0%	36.0%
Counselor					
Number	0	3	5	5	3
Percent	0.0%	18.8%	31.3%	31.3%	18.8%
Classroom Teacher					
Number	34	18	28	30	25
Percent	25.2%	13.3%	20.7%	22.2%	18.5%
Resource Teacher					
Number	7	6	9	7	14
Percent	16.3%	14.0%	20.9%	16.3%	32.6%
Central Administrator					
Number	8	1	9	15	23
Percent	14.3%	1.8%	16.1%	26.8%	41.1%
Regional Administrator					
Number	1	2	0	7	18
Percent	3.6%	7.1%	0.0%	25.0%	64.3%

Position	Mean
Principal	3.95
Librarian	4.04
Counselor	3.50
Classroom Teacher	2.96
Resource Teacher	3.35
Central Administrator	3.79
Regional Administrator	4.39

Table 9-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON DESIGNING NEW INSTRUCTIONAL PROGRAMS

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	0	4	12	9	7
Percent	0.0%	12.5%	37.5%	28.1%	21.9%
Librarian					
Number	1	3	7	4	6
Percent	4.8%	14.3%	33.3%	19.0%	28.6%
Counselor					
Number	3	4	4	3	0
Percent	21.4%	28.6%	28.6%	21.4%	0.0%
Classroom Teacher					
Number	23	24	23	34	33
Percent	16.8%	17.5%	16.8%	24.8%	24.1%
Resource Teacher					
Number	8	12	8	7	6
Percent	19.5%	29.3%	19.5%	17.1%	14.6%
Central Administrator					
Number	14	1	5	10	9
Percent	35.9%	2.6%	12.8%	25.6%	23.1%
Regional Administrator					
Number	2	1	9	9	5
Percent	7.7%	3.8%	34.6%	34.6%	19.2%

Position	Mean
Principal	3.59
Librarian	3.52
Counselor	2.50
Classroom Teacher	3.22
Resource Teacher	2.78
Central Administrator	2.97
Regional Administrator	3.54

Table 10-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON DEVELOPING RATIONALE/POSITION STATEMENT

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	2	6	13	7	5
Percent	6.1%	18.2%	39.4%	21.2%	15.2%
Librarian					
Number	3	4	5	4	5
Percent	14.3%	19.0%	23.8%	19.0%	23.8%
Counselor					
Number	3	6	0	4	0
Percent	23.1%	46.2%	0.0%	30.8%	0.0%
Classroom Teacher					
Number	35	21	26	28	11
Percent	28.9%	17.4%	21.5%	23.1%	9.1%
Resource Teacher					
Number	12	10	8	4	2
Percent	33.3%	27.8%	22.2%	11.1%	5.6%
Central Administrator					
Number	4	7	12	19	18
Percent	6.7%	11.7%	20.0%	31.7%	30.0%
Regional Administrator					
Number	1	1	10	6	9
Percent	3.7%	3.7%	37.0%	22.2%	33.3%

Position	Mean
Principal	3.21
Librarian	3.19
Counselor	2.38
Classroom Teacher	2.66
Resource Teacher	2.28
Central Administrator	3.67
Regional Administrator	3.78

Table 11-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON PREPARING SPEECH/PRESENTATION/ARTICLE

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	4	7	2	12	10
Percent	11.4%	20.0%	5.7%	34.3%	28.6%
Librarian					
Number	1	4	4	7	3
Percent	5.3%	21.1%	21.1%	36.8%	15.8%
Counselor					
Number	3	5	2	5	2
Percent	17.6%	29.4%	11.8%	29.4%	11.8%
Classroom Teacher					
Number	42	24	26	26	13
Percent	32.1%	18.3%	19.8%	19.8%	9.9%
Resource Teacher					
Number	9	10	8	8	9
Percent	20.5%	22.7%	18.2%	18.2%	20.5%
Central Administrator					
Number	5	3	11	18	24
Percent	8.2%	4.9%	18.0%	29.5%	39.3%
Regional Administrator					
Number	1	1	6	8	13
Percent	3.4%	3.4%	20.7%	27.6%	44.8%

Position	Mean
Principal	3.49
Librarian	3.37
Counselor	2.88
Classroom Teacher	2.57
Resource Teacher	2.95
Central Administrator	3.87
Regional Administrator	4.07

Table 12-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON UPDATING TEACHING/INSTRUCTIONAL METHODS AND TECHNIQUES

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	0	0	8	12	13
Percent	0.0%	0.0%	24.2%	36.4%	39.4%
Librarian					
Number	0	0	5	8	10
Percent	0.0%	0.0%	21.7%	34.8%	43.5%
Counselor					
Number	2	3	4	3	4
Percent	12.5%	18.8%	25.0%	18.8%	25.0%
Classroom Teacher					
Number	9	11	31	56	64
Percent	5.3%	6.4%	18.1%	32.7%	37.4%
Resource Teacher					
Number	3	5	10	15	15
Percent	6.3%	10.4%	20.8%	31.3%	31.3%
Central Administrator					
Number	15	5	3	11	5
Percent	38.5%	12.8%	7.7%	28.2%	12.8%
Regional Administrator					
Number	4	0	1	10	11
Percent	15.4%	0.0%	3.8%	38.5%	42.3%

Position	Mean
Principal	4.15
Librarian	4.22
Counselor	3.25
Classroom Teacher	3.91
Resource Teacher	3.71
Central Administrator	2.64
Regional Administrator	3.92

Table 13-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON SECURING INNOVATIVE IDEAS FOR IMPROVEMNT

Position	Never	Rarely	Occasion-ally	Fairly Often	Frequently
Principal					
Number	0	0	13	15	8
Percent	0.0%	0.0%	36.1%	41.7%	22.2%
Librarian					
Number	0	0	7	10	7
Percent	0.0%	0.0%	29.2%	41.7%	29.2%
Counselor					
Number	0	3	5	7	6
Percent	0.0%	14.3%	23.8%	33.3%	28.6%
Classroom Teacher					
Number	7	8	45	55	66
Percent	3.9%	4.4%	24.9%	30.4%	36.5%
Resource Teacher					
Number	2	4	11	15	16
Percent	4.2%	8.3%	22.9%	31.3%	33.3%
Central Administrator					
Number	5	4	13	23	11
Percent	8.9%	7.1%	23.2%	41.1%	19.6%
Regional Administrator					
Number	0	1	5	13	12
Percent	0.0%	3.2%	16.1%	41.9%	38.7%

Position	Mean
Principal	3.86
Librarian	4.00
Counselor	3.76
Classroom Teacher	3.91
Resource Teacher	3.81
Central Administrator	3.55
Regional Administrator	4.16

Table 14-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON CONDUCTING RESEARCH FOR ACADEMIC COURSE WORK OR DEGREE

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	6	7	6	8	6
Percent	18.2%	21.2%	18.2%	24.2%	18.2%
Librarian					
Number	3	1	4	5	4
Percent	17.6%	5.9%	23.5%	29.4%	23.5%
Counselor					
Number	2	4	4	3	4
Percent	11.8%	23.5%	23.5%	17.6%	23.5%
Classroom Teacher					
Number	24	16	28	47	39
Percent	15.6%	10.4%	18.2%	30.5%	25.3%
Resource Teacher					
Number	5	3	14	15	11
Percent	10.4%	6.3%	29.2%	31.3%	22.9%
Central Administrator					
Number	8	6	5	13	12
Percent	18.2%	13.6%	11.4%	29.5%	27.3%
Regional Administrator					
Number	5	3	8	5	7
Percent	17.9%	10.7%	28.6%	17.9%	25.0%

Position	Mean
Principal	3.03
Librarian	3.35
Counselor	3.18
Classroom Teacher	3.40
Resource Teacher	3.50
Central Administrator	3.34
Regional Administrator	3.21

Table 15-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON INVESTIGATING PROMISING PROGRAMS/PRACTICES

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	1	2	16	11	7
Percent	2.7%	5.4%	43.2%	29.7%	18.9%
Librarian					
Number	0	4	6	7	4
Percent	0.0%	19.0%	28.6%	33.3%	19.0%
Counselor					
Number	4	2	4	5	2
Percent	23.5%	11.8%	23.5%	29.4%	11.8%
Classroom Teacher					
Number	21	24	48	36	23
Percent	13.8%	15.8%	31.6%	23.7%	15.1%
Resource Teacher					
Number	4	10	17	9	4
Percent	9.1%	22.7%	38.6%	20.5%	9.1%
Central Administrator					
Number	5	1	12	19	20
Percent	8.8%	1.8%	21.1%	33.3%	35.1%
Regional Administrator					
Number	1	3	8	12	5
Percent	3.4%	10.3%	27.6%	41.4%	17.2%

Position	Mean
Principal	3.57
Librarian	3.52
Counselor	2.94
Classroom Teacher	3.11
Resource Teacher	2.98
Central Administrator	3.84
Regional Administrator	3.59

Table 16-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON IDENTIFYING EXEMPLARY ADMINISTRATIVE/MANAGEMENT PRACTICES

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	1	5	8	10	12
Percent	2.8%	13.9%	22.2%	27.8%	33.3%
Librarian					
Number	3	6	2	5	1
Percent	17.6%	35.3%	11.8%	29.4%	5.9%
Counselor					
Number	4	3	4	3	0
Percent	28.6%	21.4%	28.6%	21.4%	0.0%
Classroom Teacher					
Number	38	23	25	29	8
Percent	30.9%	18.7%	20.3%	23.6%	6.5%
Resource Teacher					
Number	16	10	3	3	3
Percent	45.7%	28.6%	8.6%	8.6%	8.6%
Central Administrator					
Number	6	5	19	13	8
Percent	11.8%	9.8%	37.3%	25.5%	15.7%
Regional Administrator					
Number	0	5	8	11	5
Percent	0.0%	17.2%	27.6%	37.9%	17.2%

Position	Mean
Principal	3.75
Librarian	2.71
Counselor	2.43
Classroom Teacher	2.56
Resource Teacher	2.06
Central Administrator	3.24
Regional Administrator	3.55

Table 17-C

FREQUENCY OF SUCCESS IN OBTAINING INFORMATION ON SEEKING IMPROVED CLASSROOM MANAGEMENT AND/OR DISCIPLINE TECHNIQUES

Position	Never	Rarely	Occasionally	Fairly Often	Frequently
Principal					
Number	0	4	8	9	15
Percent	0.0%	11.1%	22.2%	25.0%	41.7%
Librarian					
Number	0	3	7	6	6
Percent	0.0%	13.6%	31.8%	27.3%	27.3%
Counselor					
Number	0	1	7	6	6
Percent	0.0%	5.0%	35.0%	30.0%	30.0%
Classroom Teacher					
Number	10	16	41	58	51
Percent	5.7%	9.1%	23.3%	33.0%	29.0%
Resource Teacher					
Number	3	7	11	15	11
Percent	6.4%	14.9%	23.4%	31.9%	23.4%
Central Administrator					
Number	14	7	4	8	4
Percent	37.8%	18.9%	10.8%	21.6%	10.8%
Regional Administrator					
Number	0	4	6	7	13
Percent	0.0%	13.3%	20.0%	23.3%	43.3%

Position	Mean
Principal	3.97
Librarian	3.68
Counselor	3.85
Classroom Teacher	3.70
Resource Teacher	3.51
Central Administrator	2.49
Regional Administrator	3.97

APPENDIX D

SOURCES DEPENDED UPON FOR SECURING NEW IDEAS AND KNOWLEDGE FOR PROFESSIONAL RESPONSIBILITIES

Table 1-D

EXTENT OF RELYING ON DISCUSSIONS WITH TEACHERS FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Considerable	Extensive
Classroom Teachers					
Number	0	9	35	99	65
Percent	0.0%	4.3%	16.8%	47.6%	31.3%
Other Teachers					
Number	0	8	14	51	33
Percent	0.0%	7.5%	13.2%	48.1%	31.1%
Building Administrators					
Number	0	2	1	16	17
Percent	0.0%	5.6%	2.8%	44.4%	47.2%
Non-Building Administrators					
Number	16	11	16	33	17
Percent	17.2%	11.8%	17.2%	35.5%	18.3%

Group	Mean
Classroom Teachers	4.06
Other Teachers	4.03
Building Administrators	4.33
Non-Building Administrators	3.26

Table 2-D

EXTENT OF RELYING ON DISCUSSIONS WITH ADMINISTRATORS/SUPERVISORS FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Considerable	Extensive
Classroom Teachers					
Number	1	17	55	101	33
Percent	0.5%	8.2%	26.6%	48.8%	15.9%
Other Teachers					
Number	1	7	15	50	32
Percent	1.0%	6.7%	14.3%	47.6%	30.5%
Building Administrators					
Number	0	0	4	20	12
Percent	0.0%	0.0%	11.1%	55.6%	33.3%
Non-Building Administrators					
Number	1	3	11	41	45
Percent	1.0%	3.0%	10.9%	40.6%	44.6%

Group	Mean
Classroom Teachers	3.72
Other Teachers	4.00
Building Administrators	4.22
Non-Building Administrators	4.25

Table 3-D

EXTENT OF RELYING ON READING PROFESSIONAL JOURNALS/PUBLICATIONS FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Consider-able	Extensive
Classroom Teachers					
Number	1	10	39	95	64
Percent	0.5%	4.8%	18.7%	45.5%	30.6%
Other Teachers					
Number	0	3	6	50	46
Percent	0.0%	2.9%	5.7%	47.6%	43.8%
Building Administrators					
Number	0	1	4	18	13
Percent	0.0%	2.8%	11.1%	50.0%	36.1%
Non-Building Administrators					
Number	2	0	14	39	50
Percent	1.9%	0.0%	13.3%	37.1%	47.6%

Group	Mean
Classroom Teachers	4.01
Other Teachers	4.32
Building Administrators	4.19
Non-Building Administrators	4.29

Table 4-D

EXTENT OF RELYING ON ATTENDANCE AT MEETINGS SPONSORED BY PROFESSIONAL ORGANIZATIONS/ASSOCIATIONS FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Considerable	Extensive
Classroom Teachers					
Number	6	34	82	58	29
Percent	2.9%	16.3%	39.2%	27.8%	13.9%
Other Teachers					
Number	3	4	27	50	22
Percent	2.8%	3.8%	25.5%	47.2%	20.8%
Building Administrators					
Number	0	0	11	19	6
Percent	0.0%	0.0%	30.6%	52.8%	16.7%
Non-Building Administrators					
Number	5	5	25	49	19
Percent	4.9%	4.9%	24.3%	47.6%	18.4%

Group	Mean
Classroom Teachers	3.33
Other Teachers	3.79
Building Administrators	3.86
Non-Building Administrators	3.70

Table 5-D

EXTENT OF RELYING ON ATTENDANCE AT MEETINGS/CONFERENCES/WORKSHOPS FOR SECURIN NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Consider-able	Extensive
Classroom Teachers					
Number	0	19	58	94	36
Percent	0.0%	9.2%	28.0%	45.4%	17.4%
Other Teachers					
Number	0	3	19	47	37
Percent	0.0%	2.8%	17.9%	44.3%	34.9%
Building Administrators					
Number	0	1	6	18	11
Percent	0.0%	2.8%	16.7%	50.0%	30.6%
Non-Building Administrators					
Number	0	4	22	49	29
Percent	0.0%	3.8%	21.2%	47.1%	27.9%

Group	Mean
Classroom Teachers	3.71
Other Teachers	4.11
Building Administrators	4.08
Non-Building Administrators	3.99

Table 6-D

EXTENT OF RELYING ON INFORMAL CONTACTS WITH UNIVERSITY/COLLEGE FACULTY FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Consider-able	Extensive
Classroom Teachers					
Number	30	54	62	53	8
Percent	14.5%	26.1%	30.0%	25.6%	3.9%
Other Teachers					
Number	8	23	38	22	12
Percent	7.8%	22.3%	36.9%	21.4%	11.7%
Building Administrators					
Number	1	7	13	9	6
Percent	2.8%	19.4%	36.1%	25.0%	16.7%
Non-Building Administrators					
Number	13	13	32	32	8
Percent	13.3%	13.3%	32.7%	32.7%	8.2%

Group	Mean
Classroom Teachers	2.78
Other Teachers	3.07
Building Administrators	3.33
Non-Building Administrators	3.09

Table 7-D

EXTENT OF RELYING ON PARTICIPATION IN SCHOOL SYSTEM PROFESSIONAL DEVELOPMENT (INSERVICE) EXPERIENCES FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Considerable	Extensive
Classroom Teachers					
Number	3	19	44	97	47
Percent	1.4%	9.0%	21.0%	46.2%	22.4%
Other Teachers					
Number	1	3	17	50	33
Percent	1.0%	2.9%	16.3%	48.1%	31.7%
Building Administrators					
Number	0	1	6	16	13
Percent	0.0%	2.8%	16.7%	44.4%	36.1%
Non-Building Administrators					
Number	6	15	30	30	16
Percent	6.2%	15.5%	30.9%	30.9%	16.5%

Group	Mean
Classroom Teachers	3.79
Other Teachers	4.07
Building Administrators	4.14
Non-Building Administrators	3.36

Table 8-D

EXTENT OF RELYING ON DISCUSSIONS WITH EDUCATORS IN OTHER SCHOOL SYSTEMS FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Considerable	Extensive
Classroom Teachers					
Number	17	43	57	70	17
Percent	8.3%	21.1%	27.9%	34.3%	8.3%
Other Teachers					
Number	4	24	40	35	3
Percent	3.8%	22.6%	37.7%	33.0%	2.8%
Building Administrators					
Number	0	8	12	10	6
Percent	0.0%	22.2%	33.3%	27.8%	16.7%
Non-Building Administrators					
Number	10	10	43	31	8
Percent	9.8%	9.8%	42.2%	30.4%	7.8%

Group	Mean
Classroom Teachers	3.13
Other Teachers	3.08
Building Administrators	3.39
Non-Building Administrators	3.17

Table 9-D

EXTENT OR RELYING ON ENROLLMENT IN COLLEGE/UNIVERSITY COURSES AND/OR SPECIAL WORKSHOPS FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Consider-able	Extensive
Classroom Teachers					
Number	4	10	53	101	43
Percent	1.9%	4.7%	25.1%	47.9%	20.4%
Other Teachers					
Number	0	6	17	54	28
Percent	0.0%	5.7%	16.2%	51.4%	26.7%
Building Administrators					
Number	1	3	10	15	6
Percent	2.9%	8.6%	28.6%	42.9%	17.1%
Non-Building Administrators					
Number	8	25	26	27	16
Percent	7.8%	24.5%	25.5%	26.5%	15.7%

Group	Mean
Classroom Teachers	3.80
Other Teachers	3.99
Building Administrators	3.63
Non-Building Administrators	3.18

Table 10-D

EXTENT OF RELYING ON DISCUSSIONS WITH CONSULTANTS FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Considerable	Extensive
Classroom Teachers					
Number	24	50	74	45	8
Percent	11.9%	24.9%	36.8%	22.4%	4.0%
Other Teachers					
Number	4	16	28	44	11
Percent	3.9%	15.5%	27.2%	42.7%	10.7%
Building Administrators					
Number	0	8	14	9	5
Percent	0.0%	22.2%	38.9%	25.0%	13.9%
Non-Building Administrators					
Number	8	17	32	36	8
Percent	7.9%	16.8%	31.7%	35.6%	7.9%

Group	Mean
Classroom Teachers	2.82
Other Teachers	3.41
Building Administrators	3.31
Non-Building Administrators	3.19

Table 11-D

EXTENT OF RELYING ON USE OF INFORMATION CENTERS FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Consider-able	Extensive
Classroom Teachers					
Number	12	37	60	71	22
Percent	5.9%	18.3%	29.7%	35.1%	10.9%
Other Teachers					
Number	4	12	30	38	17
Percent	4.0%	11.9%	29.7%	37.6%	16.8%
Building Administrators					
Number	0	8	14	9	5
Percent	0.0%	22.2%	38.9%	25.0%	13.9%
Non-Building Administrators					
Number	4	15	33	35	14
Percent	4.0%	14.9%	32.7%	34.7%	13.9%

Group	Mean
Classroom Teachers	3.27
Other Teachers	3.51
Building Administrators	3.31
Non-Building Administrators	3.40

Table 12-D

EXTENT OF RELYING ON USE OF SCHOOL AND PUBLIC LIBRARIES FOR SECURING NEW IDEAS AND KNOWLEDGE

Group	Not at all	Very little	Limited	Consider-able	Extensive
Classroom Teachers					
Number	6	10	28	93	73
Percent	2.9%	4.8%	13.3%	44.3%	34.8%
Other Teachers					
Number	2	1	9	45	46
Percent	1.9%	1.0%	8.7%	43.7%	44.7%
Building Administrators					
Number	0	1	15	13	6
Percent	0.0%	2.9%	42.9%	37.1%	17.1%
Non-Building Administrators					
Number	5	12	23	40	21
Percent	5.0%	11.9%	22.8%	39.6%	20.8%

Group	Mean
Classroom Teachers	4.03
Other Teachers	4.28
Building Administrators	3.69
Non-Building Administrators	3.59

APPENDIX E

FAMILIARITY WITH INFORMATION SOURCES

Table 1-E

FAMILIARITY WITH THE RESEARCH INFORMATION CENTER (RIC)

Position	Yes	No
Principal		
Number	25	6
Percent	80.6%	19.4%
Librarian		
Number	15	7
Percent	68.2%	31.8%
Counselor		
Number	11	9
Percent	55.0%	45.0%
Classroom Teacher		
Number	98	82
Percent	54.4%	45.6%
Resource Teacher		
Number	26	24
Percent	52.0%	48.0%
Central Administrator		
Number	62	8
Percent	88.6%	11.4%
Regional Administrator		
Number	22	10
Percent	68.8%	31.3%
Total Number	259	146
Total Percent	64.0%	36.0%

Table 2-E

FAMILIARITY WITH THE PUBLIC SCHOOL LIBRARIES

Position	Yes	No
Principal		
Number	34	0
Percent	100.0%	0.0%
Librarian		
Number	25	0
Percent	100.0%	0.0%
Counselor		
Number	22	0
Percent	100.0%	0.0%
Classroom Teacher		
Number	191	0
Percent	100.0%	0.0%
Resource Teacher		
Number	53	1
Percent	98.1%	1.9%
Central Administrator		
Number	62	9
Percent	87.3%	12.7%
Regional Administrator		
Number	32	0
Percent	100.0%	0.0%
Total Number	419	10
Total Percent	97.7%	2.3%

Table 3-E

FAMILIARITY WITH UNIVERSITY LIBRARIES

Position	Yes	No
Principal		
Number	30	2
Percent	93.8%	6.3%
Librarian		
Number	22	2
Percent	91.7%	8.3%
Counselor		
Number	20	1
Percent	95.2%	4.8%
Classroom Teacher		
Number	172	17
Percent	91.0%	9.0%
Resource Teacher		
Number	51	0
Percent	100.0%	0.0%
Central Administrator		
Number	67	3
Percent	95.7%	4.3%
Regional Administrator		
Number	32	0
Percent	100.0%	0.0%
Total Number	394	25
Total Percent	94.0%	6.0%

Table 4-E

FAMILIARITY WITH THE CBC CENTER

Position	Yes	No
Principal		
Number	32	2
Percent	94.1%	5.9%
Librarian		
Number	24	0
Percent	100.0%	0.0%
Counselor		
Number	20	2
Percent	90.9%	9.1%
Classroom Teacher		
Number	159	27
Percent	85.5%	14.5%
Resource Teacher		
Number	46	6
Percent	88.5%	11.5%
Central Administrator		
Number	53	14
Percent	79.1%	20.9%
Regional Administrator		
Number	31	1
Percent	96.9%	3.1%
Total Number	365	52
Total Percent	87.5%	12.5%

Table 5-E

FAMILIARITY WITH D.C.
TEACHER'S CENTER

Position	Yes	No
Principal		
Number	24	11
Percent	68.6%	31.4%
Librarian		
Number	23	2
Percent	92.0%	8.0%
Counselor		
Number	16	6
Percent	72.7%	27.3%
Classroom Teacher		
Number	115	68
Percent	62.8%	37.2%
Resource Teacher		
Number	39	15
Percent	72.2%	27.8%
Central Administrator		
Number	42	24
Percent	63.6%	36.4%
Regional Administrator		
Number	27	4
Percent	87.1%	12.9%
Total Number	286	130
Total Percent	68.8%	31.3%

Table 6-E

FAMILIARITY WITH THE D.C. STATE
FACILITATOR PROJECT

Position	Yes	No
Principal		
Number	12	22
Percent	35.3%	64.7%
Librarian		
Number	11	12
Percent	47.8%	52.2%
Counselor		
Number	4	17
Percent	19.0%	81.0%
Classroom Teacher		
Number	23	145
Percent	13.7%	86.3%
Resource Teacher		
Number	9	43
Percent	17.3%	82.7%
Central Administrator	34	34
Number	50.0%	50.0%
Percent		
Regional Administrator		
Number	26	6
Percent	81.3%	18.8%
Total Number	119	279
Total Percent	29.9%	70.1%

Table 7-E

FAMILIARITY WITH OTHER INFORMATION CENTERS

Position	Yes	No
Principal		
Number	4	1
Percent	80.0%	20.0%
Librarian		
Number	7	0
Percent	100.0%	0.0%
Counselor		
Number	7	1
Percent	87.5%	12.5%
Classroom Teacher		
Number	19	8
Percent	70.4%	29.6%
Resource Teacher		
Number	10	3
Percent	76.9%	23.1%
Central Administrator		
Number	20	3
Percent	87.0%	13.0%
Regional Administrator		
Number	6	0
Percent	100.0%	0.0%
Total Number	73	16
Total Percent	82.0%	18.0%

APPENDIX F

USE OF INFORMATION SOURCES

Table 1-F

USE OF THE RESEARCH INFORMATION CENTER (RIC)

Position	Yes	No
Principal		
Number	22	7
Percent	75.9%	24.1%
Librarian		
Number	10	9
Percent	52.6%	47.4%
Counselor		
Number	6	8
Percent	42.9%	57.1%
Classroom Teacher		
Number	47	96
Percent	32.9%	67.1%
Resource Teacher		
Number	14	25
Percent	35.9%	64.1%
Central Administrator		
Number	60	7
Percent	89.6%	10.4%
Regional Administrator		
Number	17	10
Percent	63.0%	37.0%
Total Number	176	162
Total Percent	52.1%	47.9%

Table 2-F

USE OF THE PUBLIC SCHOOL LIBRARIES

Position	Yes	No
Principal		
Number	33	1
Percent	97.1%	2.9%
Librarian		
Number	25	0
Percent	100.0%	0.0%
Counselor		
Number	21	0
Percent	100.0%	0.0%
Classroom Teacher		
Number	191	6
Percent	97.0%	3.0%
Resource Teacher		
Number	51	1
Percent	98.1%	1.9%
Central Administrator		
Number	41	29
Percent	58.6%	41.4%
Regional Administrator		
Number	26	5
Percent	83.9%	16.1%
Total Number	388	42
Total Percent	90.2%	9.8%

Table 3-F

USE OF UNIVERSITY LIBRARIES

Position	Yes	No
Principal		
Number	25	8
Percent	75.8%	24.2%
Librarian		
Number	22	2
Percent	91.7%	8.3%
Counselor		
Number	19	4
Percent	82.6%	17.4%
Classroom Teacher		
Number	148	34
Percent	81.3%	18.7%
Resource Teacher		
Number	47	3
Percent	94.0%	6.0%
Central Administrator		
Number	59	10
Percent	85.5%	14.5%
Regional Administrator		
Number	28	2
Percent	93.3%	6.7%
Total Number	348	63
Total Percent	84.7%	15.3%

Table 4-F

USE OF THE CBC CENTER

Position	Yes	No
Principal		
Number	28	5
Percent	84.8%	15.2%
Librarian		
Number	21	2
Percent	91.3%	8.7%
Counselor		
Number	10	10
Percent	50.0%	50.0%
Classroom Teacher		
Number	106	68
Percent	60.9%	39.1%
Resource Teacher		
Number	35	14
Percent	71.4%	28.6%
Central Administrator		
Number	25	39
Percent	39.1%	60.9%
Regional Administrator		
Number	21	7
Percent	75.0%	25.0%
Total Number	246	145
Total Percent	62.9%	37.1%

Table 5-F

USE OF THE D.C. TEACHERS CENTER

Position	Yes	No
Principal		
Number	5	26
Percent	16.1%	83.9%
Librarian		
Number	11	10
Percent	52.4%	47.6%
Counselor		
Number	5	13
Percent	27.8%	72.2%
Classroom Teacher		
Number	53	100
Percent	34.6%	65.4%
Resource Teacher		
Number	14	32
Percent	30.4%	69.6%
Central Administrator		
Number	8	52
Percent	13.3%	86.7%
Regional Administrator		
Number	7	19
Percent	26.9%	73.1%
Total Number	103	252
Total Percent	29.0%	71.0%

Table 6-F

USE OF THE D.C. STATE FACILITATOR PROJECT

Position	Yes	No
Principal		
Number	2	25
Percent	7.4%	92.6%
Librarian		
Number	2	16
Percent	11.1%	88.9%
Counselor		
Number	0	12
Percent	0.0%	100.0%
Classroom Teacher		
Number	16	105
Percent	13.2%	86.8%
Resource Teacher		
Number	2	37
Percent	5.1%	94.9%
Central Administrator		
Number	13	45
Percent	22.4%	77.6%
Regional Administrator		
Number	15	13
Percent	53.6%	46.4%
Total Number	50	253
Total Percent	16.5%	83.5%

APPENDIX G

VALUE RATINGS OF THE INFORMATION SOURCES

Table 1-G

VALUE OF THE RESEARCH INFORMATION CENTER (RIC) FOR RESPONDENTS WHO HAVE USED THIS INFORMATION SOURCE

Position	None	Some	Great
Principal			
Number	1	16	5
Percent	4.5%	72.7%	22.7%
Librarian			
Number	0	5	4
Percent	0.0%	55.6%	44.4%
Counselor			
Number	0	2	4
Percent	0.0%	33.3%	66.7%
Classroom Teacher			
Number	5	26	17
Percent	10.4%	54.2%	35.4%
Resource Teacher			
Number	0	9	4
Percent	0.0%	69.2%	30.8%
Central Administrator			
Number	0	15	45
Percent	0.0%	25.0%	75.0%
Regional Administrator			
Number	0	7	11
Percent	0.0%	38.9%	61.1%
Total Number	6	80	90
Total Percent	3.4%	45.5%	51.1%

Table 2-G

VALUE OF THE PUBLIC SCHOOL LIBRARIES FOR RESPONDENTS WHO HAVE USED THIS INFORMATION SOURCE

Position	None	Some	Great
Principal			
Number	1	19	13
Percent	3.0%	57.6%	39.4%
Librarian			
Number	0	2	23
Percent	0.0%	8.0%	92.0%
Counselor			
Number	0	14	5
Percent	0.0%	73.7%	26.3%
Classroom Teacher			
Number	4	82	101
Percent	2.1%	43.9%	54.0%
Resource Teacher			
Number	1	17	33
Percent	2.0%	33.3%	64.7%
Central Administrator			
Number	2	24	16
Percent	4.8%	57.1%	38.1%
Regional Administrator			
Number	0	15	11
Percent	0.0%	57.7%	42.3%
Total Number	8	173	202
Total Percent	2.1%	45.2%	52.7%

Table 3-G

VALUE OF UNIVERSITY LIBRARIES FOR RESPONDENTS WHO HAVE USED THIS INFORMATION SOURCE

Position	None	Some	Great
Principal			
Number	1	13	11
Percent	4.0%	52.0%	44.0%
Librarian			
Number	0	9	12
Percent	0.0%	42.9%	57.1%
Counselor			
Number	0	6	12
Percent	0.0%	33.3%	66.7%
Classroom Teacher			
Number	4	59	84
Percent	2.7%	40.1%	57.1%
Resource Teacher			
Number	0	19	26
Percent	0.0%	42,2%	57.8%
Central Administrator			
Number	1	16	42
Percent	1.7%	27.1%	71.2%
Regional Administrator			
Number	0	15	13
Percent	0.0%	53.6%	46.4%
Total Number	6	137	200
Total Percent	1.7%	39.9%	58.3%

Table 4-G

VALUE OF THE CBC CENTER FOR RESPONDENTS WHO HAVE USED THIS INFORMATION SOURCE

Position	None	Some	Great
Principal			
Number	1	15	12
Percent	3.6%	53.6%	42.9%
Librarian			
Number	0	8	12
Percent	0.0%	40.0%	60.0%
Counselor			
Number	0	8	3
Percent	0.0%	72.7%	27.3%
Classroom Teacher			
Number	2	66	38
Percent	1.9%	62.3%	35.8%
Resource Teacher			
Number	1	13	18
Percent	3.1%	40.6%	56.3%
Central Administrator			
Number	1	11	11
Percent	4.3%	47.8%	47.8%
Regional Administrator			
Number	1	10	10
Percent	4.8%	47.6%	47.6%
Total Number	6	131	104
Total Percent	2.5%	54.4%	43.2%

Table 5-G

VALUE OF THE D.C. TEACHER'S CENTER FOR RESPONDENTS WHO HAVE USED THIS INFORMATION SOURCE

Position	None	Some	Great
Principal			
Number	1	4	0
Percent	20.0%	80.0%	0.0%
Librarian			
Number	1	3	7
Percent	9.1%	27.3%	63.6%
Counselor			
Number	0	4	1
Percent	0.0%	80.0%	20.0%
Classroom Teacher			
Number	2	25	26
Percent	3.8%	47.2%	49.1%
Resource Teacher			
Number	0	8	5
Percent	0.0%	61.5%	38.5%
Central Administrator			
Number	0	3	4
Percent	0.0%	42.9%	57.1%
Regional Administrator			
Number	1	4	2
Percent	14.3%	57.1%	28.6%
Total Number	5	51	45
Total Percent	5.0%	50.5%	44.6%

Table 6-G

VALUE OF THE D.C. STATE FACILITATOR PROJECT FOR RESPONDENTS WHO HAVE USED THIS INFORMATION SOURCE

Position	None	Some	Great
Principal			
Number	0	2	0
Percent	0.0%	100.0%	0.0%
Librarian			
Number	0	1	1
Percent	0.0%	50.0%	50.0%
Counselor			
Number	0	0	0
Percent	0.0%	0.0%	0.0%
Classroom Teacher			
Number	6	11	1
Percent	33.3%	61.1%	5.6%
Resource Teacher			
Number	0	2	0
Percent	0.0%	100.0%	0.0%
Central Administrator			
Number	0	3	8
Percent	0.0%	27.3%	72.7%
Regional Administrator			
Number	0	1	14
Percent	0.0%	6.7%	93.3%
Total Number	6	20	24
Total Percent	12.0%	40.0%	48.0%

APPENDIX H

LISTING OF OTHER INFORMATION SOURCES BY GROUPS

Table 3-H

LISTING OF OTHER INFORMATION SOURCES GIVEN BY PRINCIPALS

1. DCPS Sources
   - Regional Resource Centers (n=3)

2. Federal Sources
   - Library of Congress

3. Local Sources
   - City Public Libraries

Table 4-H

LISTING OF OTHER INFORMATION SOURCES GIVEN BY CENTRAL AND REGIONAL ADMINISTRATORS

1. DCPS Sources
   - Gifted and Talented Program
   - Regional Resource Centers (n=2)
   - Special Educational Media Centers (n=3)

2. Private Sources
   - Professional Organizations (n=4)
   - State Learning Resources Center for Handicapped (n=5)
   - National Education Association (n=2)
   - Educational Research Service
   - Council for Exceptional Children
   - Advisory and Learning Exchange
   - Closer Look
   - Great City Schools
   - Clearinghouses (n=2)

3. Federal Sources
   - Congress
   - Federal Bar
   - D.C. Superior Court
   - USOE Impact Aid Program
   - Government Printing Office
   - Library of Congress (n=2)
   - NIE Educational Reference Center (n=2)

4. Local Sources
   - Public Libraries (n=2)

Table 1-H

LISTING OF OTHER INFORMATION SOURCES GIVEN BY CLASSROOM TEACHERS

1. DCPS Sources
   - Regional Resource Centers (n=4)

2. Private Sources
   - Columbia Historical Society
   - National Science Teachers Association
   - Professional Organization Centers
   - Advisory and Learning Exchange (n=3)
   - Council for Exceptional Children
   - National Education Association (n=2)

3. Federal Sources
   - Federal Information Centers
   - Museums
   - Government Offices
   - Department of Health, Education and Welfare (n=2)

4. Local Sources
   - D.C. Public Library
   - Municipal Center

Table 2-H

LISTING OF OTHER INFORMATION SOURCES GIVEN BY LIBRARIANS, COUNSELORS, AND RESOURCE TEACHERS

1. DCPS Sources
   - Regional Resource Centers (n=4)
   - CBC Title Contact
   - Educational Research Information Center
   - Adult Education Center
   - Career Development Centers (n=8)
   - ESAA Two-W

2. Private Sources
   - Counseling Association Convention
   - Advisory and Learning Exchange (n=4)
   - National Education Association
   - National Council of Teachers of Mathematics (n=3)
   - Teacher Corps
   - American Personnel and Guidance

3. Federal Sources
   - Library of Congress (n=2)
   - Smithsonian Institution

4. Local Sources
   - Visitors' Center
   - D.C. Public Libraries (n=3)
   - Community Centers
   - University of Maryland Arithmetic Center

APPENDIX I

NEED AND USE OF ASSISTANCE FOR JOB-RELATED INFORMATION SEEKING TASKS

Table 1-I

NEED ASSISTANCE IN CONCISELY STATING INFORMATION REQUESTS

Position	Yes	No
Principal		
Number	4	33
Percent	10.8%	89.2%
Librarian		
Number	3	23
Percent	11.5%	88.5%
Counselor		
Number	3	20
Percent	13.0%	87.0%
Classroom Teacher		
Number	18	194
Percent	8.5%	91.5%
Resource Teacher		
Number	4	53
Percent	7.0%	93.0%
Central Administrator		
Number	11	63
Percent	14.9%	85.1%
Regional Administrator		
Number	2	31
Percent	6.1%	93.9%
Total Number	45	417
Total Percent	9.7%	90.3%

Table 2-I

NEED ASSISTANCE IN COLLECTING AND ORGANIZING NEW INFORMATION

Position	Yes	No
Principal		
Number	11	26
Percent	29.7%	70.3%
Librarian		
Number	7	19
Percent	26.9%	73.1%
Counselor		
Number	11	12
Percent	47.8%	52.2%
Classroom Teacher		
Number	55	157
Percent	25.9%	74.1%
Resource Teacher		
Number	25	32
Percent	43.9%	56.1%
Central Administrator		
Number	27	47
Percent	36.5%	63.5%
Regional Administrator		
Number	9	24
Percent	27.3%	72.7%
Total Number	145	317
Total Percent	31.4%	68.6%

Table 3-I

NEED ASSISTANCE IN TRANSLATING PROBLEMS INTO INFORMATIONAL AND RESOURCE NEEDS

Position	Yes	No
Principal		
Number	9	28
Percent	24.3%	75.7%
Librarian		
Number	2	24
Percent	7.7%	92.3%
Counselor		
Number	8	15
Percent	34.8%	65.2%
Classroom Teacher		
Number	41	171
Percent	19.3%	80.7%
Resource Teacher		
Number	15	42
Percent	26.3%	73.7%
Central Administrator		
Number	22	52
Percent	29.7%	70.3%
Regional Administrator		
Number	8	25
Percent	24.2%	75.8%
Total Number	105	357
Total Percent	22.7%	77.3%

Table 4-I

NEED ASSISTANCE IN INCREASING AWARENESS OF AVAILABLE INFORMATION SERVICES

Position	Yes	No
Principal		
Number	23	14
Percent	62.2%	37.8%
Librarian		
Number	17	9
Percent	65.4%	34.6%
Counselor		
Number	15	8
Percent	65.2%	34.8%
Classroom Teacher		
Number	129	83
Percent	60.8%	39.2%
Resource Teacher		
Number	44	13
Percent	77.2%	22.8%
Central Administrator		
Number	41	33
Percent	55.4%	44.6%
Regional Administrator		
Number	25	8
Percent	75.8%	24.2%
Total Number	294	168
Total Percent	63.6%	36.4%

Table 5-I

NEED ASSISTANCE IN INSTALLING A NEW PROCEDURE OR PRACTICE

Position	Yes	No
Principal		
Number	7	30
Percent	18.9%	81.1%
Librarian		
Number	4	22
Percent	15.4%	84.6%
Counselor		
Number	7	16
Percent	30.4%	69.6%
Classroom Teacher		
Number	43	169
Percent	20.3%	79.7%
Resource Teacher		
Number	11	46
Percent	19.3%	80.7%
Central Administrator		
Number	19	55
Percent	25.7%	74.3%
Regional Administrator		
Number	5	28
Percent	15.2%	84.8%
Total Number	96	366
Total Percent	20.8%	79.2%

Table 6-I

NEED ASSISTANCE IN INTERPRETING AND USING INFORMATION

Position	Yes	No
Principal		
Number	9	28
Percent	24.3%	75.7%
Librarian		
Number	3	23
Percent	11.5%	88.5%
Counselor		
Number	3	20
Percent	13.0%	87.0%
Classroom Teacher		
Number	34	178
Percent	16.0%	84.0%
Resource Teacher		
Number	14	43
Percent	24.6%	75.4%
Central Administrator		
Number	13	61
Percent	17.6%	82.4%
Regional Administrator		
Number	2	31
Percent	6.1%	93.9%
Total Number	78	384
Total Percent	16.9%	83.1%

Table 7-I

NEED ASSISTANCE IN REFERRING RESPONDENT
TO OTHER HELPFUL RESOURCE CENTERS

Position	Yes	No
Principal		
Number	17	20
Percent	45.9%	54.1%
Librarian		
Number	21	5
Percent	80.8%	19.2%
Counselor		
Number	13	10
Percent	56.5%	43.5%
Classroom Teacher		
Number	114	98
Percent	53.8%	46.2%
Resource Teacher		
Number	38	19
Percent	66.7%	33.3%
Central Administrator		
Number	42	32
Percent	56.8%	43.2%
Regional Administrator		
Number	19	14
Percent	57.6%	42.4%
Total Number	264	198
Total Percent	57.1%	42.9%